ASSISTING WITH VOCABULARY AND COMPREHENSION IN THE CLASSROOM ACADEMY

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Assisting with Vocabulary and Comprehension
in the Classroom
Division of University of Colorado at Denver
Extended Studies

Instructor: Dr. Nancy K. French

Text: Class materials will be provided by the instructor

Course Overview

The purpose of this academy is to provide the paraeducator with the information and skills needed to assist classroom teachers in meeting the literacy needs of a variety of students. It deals with the specific areas of vocabulary and text comprehension. The paraeducator will apply multiple and specific techniques to assist diverse populations such as; students in special education, Title 1, General Education, English language learners, and others. The academy consists of three modules of varying length for a total of 15 clock hours of instructional time.

Topic Outline

Module A: The Influence of Early Language Skills on Vocabulary and Comprehension in Reading (4 hours)

The paraeducator will:

    1.   Define the connection of oral language and literacy development.
    2.   Reflect upon personal acquisition of vocabulary and comprehension.

Module B: Concepts of Vocabulary and Comprehension (5 hours)

The paraeducator will:

    1.   Define and examine the relationship between comprehension and vocabulary.
    2.   Develop awareness of multiple literacy assessments.

Module C: Techniques for Teaching Vocabulary and Comprehension (6 hours)

The paraeducator will:

1. List comprehension and vocabulary development strategies.
2. Apply techniques for direct and indirect teaching of vocabulary.
3. Apply strategies for reinforcing reading comprehension.

Assignment

Best Reader Interviews: Attendees will conduct three different interviews that meet a specific criteria and use provided questions. They will then provide written reflections of the interviews regarding personal learning gained from the process. The assignment will be graded on:

- Spelling,
- Punctuation,
- Grammar,
- Use of rich descriptive language in the analysis/reflective response, and
- Ability to relate interview information and reflections with class based information.

Grades

The Academy will be assigned a total of 500 possible points. Attendees may earn point per activity as follows:

- Participation: 0-75 total points
- Attendance: 0-75 total points
- Assessment: 0-100 total points
- Assignment: 0-250 total points

Letter grades will be awarded as follows:

- An "A" for 450-500 total points
- A "B" for 400-449 total points
- A "C" for 350-399 total points
- A "D" for 300-349 total points
- A failing grade for 299 total points or less

Attendance for the class is required for all 15 hours unless the instructor has been notified of a personal or family related emergency. All absences, excused or unexcused, will result in a loss of attendance points. Any attendee missing more than four (4) hours of class time, excused or not excused, will be withdrawn from the credit course.

Schedule for Class

To be determined by District Coordinator.

Assisting with Vocabulary and Comprehension in the Classroom Academy
11-10-04

Academy Introduction

Using the **Assisting with Vocabulary and Comprehension in the Classroom Academy** transparency **(T1)**, review the modules with the paraeducators before beginning the academy along with the following.

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Assisting with Vocabulary and Comprehension in the Classroom

VoComp-**T**1

Module A: The Influence of Early Language Skills on Vocabulary and Comprehension in Reading

Define the connection of oral languge and literacy development.

Reflect upon personal acquisition of vocabulary and comprehension.

Module B: Concepts of Vocabulary and Comprehension

Define and examine the relationship between comprehension and vocabulary.

Develop awareness of multiple literacy assessments.

Module C: Techniques for Teaching Vocabulary and Comprehension

List comprehension and vocabulary development strategies.

Apply techniques for direct and indirect teaching of vocabulary.

Apply strategies for reinforcign reading comprehension.

Module A: The Influence of Early Language Skills on Vocabulary and Comprehension in Reading

Assisting with Vocabulary and Comprehension
in the Classroom Academy
Module A: The Influence of Early Language Skills
on Vocabulary and Comprehension in Reading

A. Energizer: Introductions

Provide introductions of yourself and class members as appropriate. Provide attendees with an energizer activity of your choice that will present class members the opportunity to get to know each other and to set the stage for an interactive, environmentally comfortable class.

Note to Instructor: At outset of class the instructor should encourage all participants to begin use of a binder to organize handouts and notes. The instructor should periodically check to make sure that participants have their reflection journals and other handouts and materials organized and available for easy use. This may require providing a three-hole punch for use during class or printing handouts on three-hole paper.

B. Lecture: Module Goals

Using the **Module A: The Influence of Early Language Skills on Vocabulary and Comprehension in Reading** handout and transparency **(H1/T1)**, review the goals of the module.
1.   Define the connection of oral language and literacy development.
2.   Reflect upon personal acquisition of vocabulary and comprehension.

Goal 1: Define the connection of oral language and literacy development.

1.1 Lecture: Developmental Reading Scope and Sequence in Early Language Skills

Use the **Oral Language** transparency **(T2)** to review typical early language development of the development of oral language.

- Oral language is the ability to communicate meaning, ideas, wants, needs, and desires.

It involves attention to the oral mode and listening for meaning. Another way to say this or to think about it is that listening and speaking are both parts of oral language. When one develops skills for both listening and speaking they begin to develop the foundations that will lead to literacy. Without the ability to understand what someone else is communicating to you and the ability to communicate in return, it is virtually impossible to develop strong and effective literacy skills. Discuss with class the use of the word *literacy*. Explain that we use the word *literacy* rather than *reading* because of its broader definition. Present the **Literacy** transparency **(T3)**.

- Literacy is the active, critical, and productive processes which make it possible for us to understand the world around us.
- It includes sustained reading, talking, writing, listening, thinking, remembering, organizing, inferring, and other cognitive behaviors.

The point of this is that all of these skills are used across all parts of life and have no boundaries. They can be generalized over many different aspects of life and society. Thus, literacy is so much more than being able to recognize printed words, decode them, and say them or even determine their immediate or most obvious meaning.

As we proceed with the contents of this academy. it is important to keep in mind that paraeducators more frequently assist learners who do not or would not benefit from only classroom presented materials and teaching than they assist any other type of learner. Some of these learners include students with physical disabilities, health impairments, cognitive disabilities, autism spectrum disorders, and/or students who come from environmentally impoverished homes or who are academically at risk, students with learning disabilities, and/or students who have hearing or visual impairments. Regarding the last two types of learners in this list, students who have hearing or visual impairments, it is good for the attendees to begin to reflect upon

the difficulty of learning meaningful vocabulary and comprehension of the use of language that will lead to strong literacy skills when the learner does not have access to the same environmental information as other students. As very young children, students with these disabilities may not have had the opportunity to investigate their immediate environments in the same way their more typical peers may have. For example, a student with a visual impairment may have consistently heard a word used and not had the opportunity to visually engage with or physically manipulate the object being described and so may not be able to identify that object in various settings. An example of this phenomenon occurred with a COTOP trainer who was working with a student in first grade. This particular student had a visual impairment and had mild cerebral palsy. This student had not had many opportunities in his school experience to physically explore the immediate physical classroom environment. One day while working together the young student turned to the instructor and said, "I was wondering if you could tell me why this classroom has so many refrigerators in it?" (The student was very bright and highly articulate; interactional language with adults was his greatest strength area.) The instructor was confused and asked the student to point to one of these supposed refrigerators and the student pointed to a large classroom storage cabinet, of which there were several in the room. This is a good example of a situation in which there is a lack of experiential knowledge to assist comprehension and vocabulary that will have a definitive impact upon a student as he ages and attempts to be an effective learner. Even though the student was highly articulate for his age and easily engaged adults in conversations, his functional use of language and his comprehension of language to describe commonly used and observed objects in his daily life was very limited.

Use the **Reading** transparency **(T4)**.
- ▪ The definition of reading, in contrast to literacy, is the ability to comprehend written discussion or text.

1.2 Activity: Journal and Reflections

Paraeducators will use a journal to write reflections regarding the differences between the use of the word *literacy* and the word *reading*.

1.2.1 Steps
- ▪ Distribute the **Assisting with Vocabulary and Comprehension in the Classroom** reflection journals.

1.2.2 Discussion: Literacy and Reading

Engage the class in a discussion of the differences between the use of the word *literacy* and the use of the word *reading*. Use guiding questions such as:

- Given what you have just heard about the definitions of literacy and of reading, ask yourself the question: "Does a reading teacher only teach reading, that is, the ability to comprehend written discussion or text?"
- When you are asked to, "help Johnny read," do you really know what the teacher wants?
- Think about the terms that you have heard in this class to describe literacy and then think about how often you have heard things like, "Suzy is just not a very good reader." Does that tell you very much or assist you in knowing what you would do to help Suzy become a better reader?

- Present the **Literacy vs. Reading** transparency **(T5)** and have the participants complete **Literacy vs. Reading** in their journal **(R1)**, providing approximately 20 minutes for class members to record guided reflections responding to the questions.
  - Using the pages provided to write responses to the following:
    - What have you learned thus far that will help you better assist students who are struggling with their literacy skills?
    - Think about the process of becoming literate. Could you have received better or more appropriate assistance when you were a young learner? If yes, what would that assistance have been like?
    - Think about your early use of language. What sort of impact do you think your early language experiences had upon the literacy skills that you have developed?

1.3 Activity: Comprehension and the Development of Early Language

Paraeducators will have the opportunity to discuss their personal ideas and beliefs for later comparison to lecture information.

1.3.1 Discussion: Developmental Process of Learning Language

The developmental process of learning language that results in strong

literacy skills is the same whether the learner is a first or second language learner. It is critical that the first few years of development be strongly supported in appropriate ways. For the young child, this often means that their parents have provided them with a language rich environment. Early on they have indicated their use of environmental print (i.e., recognition of the MacDonald's or Toys R Us sign without having been taught the formal process of reading), frequently asking their parents to read the same books over and over, or engaging in frequent conversations with other children and adults. If the learner is a second-language learner, they still need these same opportunities to provide a strong foundation for literacy in their first language and just as importantly in their second language.

1.3.2 Steps

- Present the **How Do We Develop Early Language?** transparency **(T6)**. Ask the class the question, "How do we develop early language and how does it lead to reading and literacy?"
- After posing the question ask class members to form small groups of three or four and discuss the question.
- Direct the groups to produce two or three answers to the question.
- Reunite the class as a group and direct them to share the responses in a whole class discussion.
- Using a flip chart or butcher paper, record the responses to the question and then post them around the room to refer to at various times during the training. Some of the responses will not be correct and opportunity will then be provided during the training to discuss how an individual notion or concept that is not entirely correct could influence a paraeducators ability to assist with instruction.

1.4 Activity: Learning to Talk

Paraeducators will engage in interviews and discussions regarding observation of others as they learn to speak, or use oral language, and think about what the conditions were that made that learning successful.

1.4.1   Steps

- Present the **Learning to Talk** transparency **(T7)**.
- Ask attendees to think of a time when they have personally watched someone learn to talk. They may reflect upon their experiences with a small child, maybe their own; a student learning a second language; or

themselves, either when they were very young, when they might have learned a second language, or when they were learning the language of a specific environment (i.e., the use of educational jargon, specialized vocabulary for a content area, or the specialized language, vernacular, or dialect for a geographic area).

- Have the participants complete **Learning to Talk (R2)** in their journals, reflecting upon and recording notes about:
  - ➥ What was that like?
  - ➥ What did it sound like?
  - ➥ How did they feel about the learning that was taking place?
- When finished, direct participants to speak to other members of the class, interviewing them about their responses to the above questions.
- Instruct them to record their observations in their journal.

1.5 Lecture: Conditions That Make Learning Language Successful

Present the **Making Learning Language Successful** handout and transparency **(H2/T8)**. There are many components that enter into the teaching and learning of language. These components are strongly supported by many theorists in the field. Some of them include:

Note to Instructor: While reviewing the following list, provide examples of each or ask class members to provide examples.

- Immersion
  - ➥ The learner has many and frequent experiences with all the parts of language, oral and written, with opportunities to practice what they are hearing and seeing.
- Demonstration
  - ➥ The learner has many opportunities to observe others using language (Smith, 1981).
- Engagement
  - ➥ The learner has many opportunities to practice actions and to engage in the language use that they have observed.
- Encouragement
  - ➥ Children successfully develop language by continuing to observe and practice what they have observed. Encouragement is a result of the skills developed and through others noting success of the learner.

- Expectation
  - ➥ Young learners need to actually believe that they are capable of learning (Smith, 1981).
- Responsibility
  - ➥ The learner must learn to speak and must make decisions about which words to use for specific needs, actions, or occasions.
- Approximation
  - ➥ While learning to speak, it is expected that the learner will emulate speech, without absolute success, because all of the language systems are not yet fully learned (Chomsky, 1968).

As the learner begins to understand oral language, both speaking and listening, the learner also begins to engage in behaviors that will lead to success in literacy. As the learner is engaged in conversations they begin the process of transference. Present the **Transference** transparency **(T9)**.

- Using oral and listening skills the learner begins to make meaning out of or transfer meaning to written text.

Words are the conduit between listening and speaking and literacy skills. There are many specific behaviors that the learner indicates that also lend to strong foundational literacy skills. When reviewing the following list remind the audience that this list is English language and culture specific. Other languages and cultures have other specific behaviors that the learner would use to indicate readiness for the reading process.

The learner begins to notice:
- That writing proceeds from left to right and top to bottom.
- What letters look like and how to identify them out of context.
- How full stops (punctuation) and upper or lower case letters are used.
- How paragraphs are formed.
- How words can be phonetically structured and segmented.
- How ideas are sequenced.
- How grammar works to aid meaning and purpose.

As the learner transfers meaning and uses the conduit of words in their every day use of language they begin to develop what many theorists call *thick, rich, descriptive* language. This is language that has gone beyond very concise and basic meaning for very specific things. The learner has learned many ways of saying and describing just one thing and can adjust their use of language to fit the situation or environment in which they are using language. Many theorists believe that this type of language is

critical to the development of literacy.

As the learner gains increased use of oral language for multiple purposes they continue to develop critical basic literacy skills. These skills are the foundations that foster reading, and, more, a love of reading. Some of those skills that are again, English-language specific, include:

- An understanding of the concepts regarding the nature and purpose of reading. For instance, beginning readers need a basic notion and familiarity of the concept of print.
- Understanding the purpose of reading.
- Understanding how oral language connects with printed text.
- Phonemic awareness.
- Awareness of story schema.
- Auditory and visual discrimination.
- Identification and production of rhyming sounds.
- Awareness and identification of blended sounds.

1.6 Lecture: Vocabulary

Thus far, we have discussed the comprehension of language and its impact upon the skills and abilities that are critical for the development of strong literacy skills. Another significant component that is strongly related to and works hand-in-hand with comprehension is the development of vocabulary. Present the **Vocabulary** transparency **(T10)**.

- The definition of vocabulary as it relates to the development of strong literacy skills is using words with certain linguistic conventions and attached meaning to be able to communicate.

Linguistic conventions are syntax, semantics, grammar, or the rules and structures of how words are used to convey meaning.

The National Institute for Literacy's (NIFL) Put Reading First Initiative, The Research Building Blocks for Teaching Children to Read has developed a publication with the Center for the Improvement of Early Reading Achievement (CIERA) that is available to teachers and parents at NIFL's website, www.nifl.gov. In that publication they describe the importance of vocabulary to reading comprehension. Researchers in NIFL's publication define four types of vocabulary. Present the **Four Types of Vocabulary** handout and transparency **(H3/T11)**.

- Listening Vocabulary

- ➥ The words we need to know to understand what we hear.
  - Speaking Vocabulary
    - ➥ The words we use when we speak.
  - Reading Vocabulary
    - ➥ The words we need to know to understand what we read.
  - Writing Vocabulary
    - ➥ The words we use in writing.

The way that we learn new words and add them to our existing vocabulary includes becoming aware of the word, using the word in language, building upon its meaning, then expanding it further. There are four ways, according to the theorists, Manzo and Manzo, 1993, to learn vocabulary words:

Present the **Four Ways to Learn Vocabulary** handout and transparency **(H4/T12)**.
  - We learn vocabulary:
    - ➥ Incidentally, through convention and exposure to print. Students come to school knowing about 5,000 words and leave school with about 36,000 words.
    - ➥ By direct instruction. Teachers, parents, and others use a variety of ways to teach new words to students. This includes relating the new words to something that the student already knows or is familiar with.
    - ➥ By self-instruction. The teacher can facilitate helping students develop a desire to learn new words.
    - ➥ By mental manipulation of words. This is a continuum, spanning from the student not knowing the word at all to hearing it once or twice to having a general sense of the meaning of the word and then having it in their expressive vocabulary (Beck and McKeown, 1991).

Self-instruction and mental manipulation of words are very early skills in the development of literacy, whether for a young child or for someone who is new to a language. Teaching various word meanings in the traditional way of having the learner look up the word in the dictionary and then record its meaning, is not a sufficient way of increasing a students' operational vocabulary.

Building background knowledge or schemata is essential to adding vocabulary words to a students' repertoire of known and comfortably used words. The use of a students' background knowledge is a basic learning/teaching principle. In order for anyone to learn new information there must be a bridge built in the learners mind to connect

some already known information to the new information. This is an effective way to remember new information and is a neurological function that we commonly use and are comfortable with. From a cultural perspective, it also honors the students who come to the task of learning by saying that each one has brought a wealth of information and experiences into the classroom and to the task of learning. It says that we much honor the individual experiences of each student by making the task of learning new information relevant to each learner.

As we comprehensively learn new vocabulary we constantly draw from our background knowledge to support our learning. As we teach vocabulary and comprehension it is vitally important that we assist the learner in drawing from their own schemata or background knowledge bank. There are times when we must assist learners in developing sufficient amounts of background knowledge. Sometimes these learners are very young and at the outset of initial communication skills, other times they are learning a second language or language that is environmental or activity specific. There are several ways that we can assist learners in this process.

Present the **Building Background Knowledge** handout and transparency **(H5/T13)**.
- Some effective ways to build background knowledge include:
  - Providing learners with many practical and real life experiences.
  - Actively assisting the learner in relating the new words to previous experiences.
  - Assisting learners in building relationships between words.
  - Helping the learner establish a depth of meaning for new words.
  - Presenting learners with multiple exposures to new words.
  - Motivating and fostering interest in new words.
  - Assisting the learner in transferring new words to their vocabulary.

Goal 2: Reflect upon personal acquisition of vocabulary and comprehension.

2.1 Lecture: Strategies

As we learn new words and commit them to memory and as we engage our brains in neurological processes we are engaged in the use of strategies. Keep in mind that many of these strategies may not be very sophisticated. Some may not even be particularly easy to use; sometimes they are just ways of compensating for not knowing. But, they are how you, personally, create meaning in your life. Some strategies work well and others don't. Some strategies are arrived at through personal experiences and others are developed because they were taught with specific intent and use in mind.

2.2 Activity: Building Vocabulary, the Use of New Words

This activity will help paraeducators examine personal strategies used for remembering new vocabulary they have encountered and to examine their perceptions of strategies used by students with whom they work.

2.2.1 Steps

- Instruct the participants to complete **Building Vocabulary: The Use of New Words** in their journals **(R3)**, using the following framework.
- Have participants take some time to think about an instance in their lives when they were faced with the task of learning the meaning of new words. Maybe it was when they were learning to operate a new piece of technology or maybe it was for a class that they were taking. Review the questions in their journal and take some time to provide opportunity for participants to write their responses to the questions.
  - ➥ What do you typically do when you encounter a new word?
  - ➥ How do you feel when words that you don't know the definition of are used in communication to you?
  - ➥ Make a list of the strategies that you might personally use to determine the meaning a new word.
  - ➥ What do you typically do when you have encountered a new word that you know you will need to use in your communication in the future? What strategies do you use to commit it to memory so as to be able to access it when needed?

- After writing their responses, they should turn to a neighbor and review their responses, making note of the strategies that their neighbor has used if they are different than the ones they have already listed.
- Next, have participants take some time to think about students that they have worked with and reflect upon the reactions of those students to new vocabulary, writing responses to the following in their journal.
  - ➥ How do the students that you work with who seem to be successful in their use of new vocabulary deal with the new words they are learning?
  - ➥ What is the first thing that some of them do?
  - ➥ What do they do next?
  - ➥ What have you seen teachers do to reinforce the students' use of new vocabulary?
  - ➥ What is your role in assisting them to learn and reinforcing their learning of new vocabulary?
- Break into small groups and review the responses to the above.
- Ask the entire class to respond and record answers in their journal to the question:
  - ➥ How can you transfer what you have just learned about successful strategies that you and others, including your students, have used to other students in your classes who may not be as successful?

2.3 Discussion: Basic Skills

There are basic skills that students need in order to build vocabulary and to increase their comprehension or understanding of words. Present the **Basic Skills for Building Vocabulary and Comprehension** handout and transparency **(H6/T14)**. Keep in mind that students often use several basic skills simultaneously.

Note to Instructor: As we review the following list of basic skills, direct participants to note ideas that come to mind on **Building Vocabulary, the Use of New Words** journal page **(R3)** used in *2.2 Activity: Building Vocabulary, the Use of New Words*. Periodically, ask class members to contribute their thoughts related to the following questions. Attempt to ask these questions throughout the review of the material.

- Which of these skills have they personally used most frequently?
- Which skill is most easily used?
- Why is it easiest to use?

- How often do they learn new words?
- How do they feel when faced with learning new words?
- How do they think students feel when faced with the task of learning many new words per day just to understand the content of the classroom instruction?
- How do they think teachers feel about the success of students and their need to develop vocabulary and comprehension skills?
- How do they think teachers feel when they see that some students are not successful in this area?

Most of the following content will be developed in much greater detail in other literacy academies and so it is only briefly reviewed at this time.

Basic Skills for Building Vocabulary and Comprehension
- Phonics
  - The association of sounds with letters and letter combinations.
    - There are 26 letters in the English alphabet, also called graphemes.
    - There are 25 consonant sounds. Consonant sounds include final consonants, consonant blends, and consonant digraphs. All need to be taught. They will often have difficulty associating sound and symbol. They may substitute letters and sounds for one another, or skip letters and sounds altogether as they read. They may not hear the sound correctly when the word or sound is produced and therefore not be able to correctly identify or recognize it later.
    - Vowels are often difficult for students to learn because they can represent more than one sound. Short and long vowel sounds are the most common. Students need to have fluent and efficient knowledge of vowel sounds so that they can make better predictions about unknown words. If students are spending a great deal of time sounding out.
- Word Patterns or Parts and Word Building
  - Proficient readers rarely sound out words letter by letter. Rather, they use what they know about common spelling patterns to determine the pronunciation and possible meaning of new words. This is another strategy. A word pattern has two parts (Adams, 1990).
    - An onset, the initial part of the word that precedes the

vowel; and

⇒ The rime: the part after that may also be called a word family or a phonogram, such as *at* in the words hat, bat and cat.

➥ Using word parts to assist in building a stronger reading vocabulary means looking at the discrete parts of which a word may be comprised. According to the researchers at NIFL word parts include affixes (prefixes and suffixes), base words, and word roots. The use of affixes is more completely described in the following description of Structural Analysis.

▪ Base words can be described as words from which many other words are formed.

▪ Word roots are the words from other languages that are the origin of many English words. About 60% of all English words have Latin or Greek origins.

▪ Structural Analysis

➥ When words are made up of more than one syllable, students use structural analysis to divide the word into pronounceable units. The student may focus on larger units of letter patterns. Skills include the identification of inflectional endings, prefixes, suffixes, contractions, compound words and, syllabication. Students who struggle with these skills usually don't use their background knowledge to figure out longer unknown words they may encounter. Nonetheless, just knowing some common suffixes and prefixes, base words and root words can be an extremely helpful remediation skill for many students. The researchers at NIFL state that if students learn just the four most common prefixes in the English language (un-, re-, in-, dis-) they will have important clues about the meaning of about two thirds of all English words that have prefixes. Prefixes are fairly easy to learn because they usually have clear meanings, are usually spelled the same way from word to word, and they are always used at the beginning of words.

▪ Basic Sight Words

➥ There are certain words that are most frequently used in written text and account for about 25% of all words in school texts. They are also known as high frequency words. In school texts, 109 words make up over 50% of all words used and only 5000 words make up 90% of the words used (Adams, 1990).

Being highly proficient in reading these words gives a student a strong *sight-word vocabulary* meaning that the student can read the word with automaticity upon seeing it and never has to attempt to sound it out. Because these words occur at such high frequency it is critically important that students have immediate recall of them when reading.

- Context Clues
  - The context of a word is found in the words surrounding it in a given text. If a student does not know a word but knows the other words surrounding, it they can often employ a comprehension strategy or techniques for predicting the meaning of the unknown word. Context clues can also include definitions, restatements, examples, or descriptions. Because students learn most word meanings indirectly or from the context in which the words are used it is important that they learn to use context clues effectively and accurately.

Module A Handouts

Module A: The Influence of Early Language Skills on Vocabulary and Comprehension in Reading

1.   Define the connection of oral language and literacy development.

2.   Reflect upon personal acquisition of vocabulary and comprehension.

Making Learning Language Successful

There are many components that enter into the teaching and learning of language. These components are strongly supported by many theorists in the field. Some of them include:

- Immersion
  - ➥ The learner has many and frequent experiences with all the parts of language, oral and written, with opportunities to practice what they are hearing and seeing.

- Demonstration
  - ➥ The learner has many opportunities to observe others using language (Smith, 1981).

- Engagement
  - ➥ The learner has many opportunities to practice actions and to engage in the language use that they have observed.

- Encouragement
  - ➥ Children successfully develop language by continuing to observe and practice what they have observed. Encouragement is a result of the skills developed and through others noting success of the learner.

- Expectation
  - ➥ Young learners need to actually believe that they are capable of learning (Smith, 1981).

- Responsibility
  - ➥ The learner must learn to speak and must make decisions about which words to use for specific needs, actions, or occasions.

- Approximation
  - ➥ While learning to speak, it is expected that the learner will emulate speech, without absolute success, because all of the language systems are not yet fully learned (Chomsky, 1968).

Four Types of Vocabulary

- Listening Vocabulary
  - ➡ The words we need to know to understand what we hear.

- Speaking Vocabulary
  - ➡ The words we use when we speak.

- Reading Vocabulary
  - ➡ The words we need to know to understand what we read.

- Writing Vocabulary
  - ➡ The words we use in writing.

Four Ways to Learn Vocabulary

We learn vocabulary:

- Incidentally, through convention and exposure to print. Students come to school knowing about 5,000 words and leave school with about 36,000 words.

- By direct instruction. Teachers, parents, and others use a variety of ways to teach new words to students. This includes relating the new words to something that the student already knows or is familiar with.

- By self-instruction. The teacher can facilitate helping students develop a desire to learn new words.

- By mental manipulation of words. This is a continuum, spanning from the student not knowing the word at all to hearing it once or twice to having a general sense of the meaning of the word and then having it in their expressive vocabulary (Beck and McKeown, 1991).

Building Background Knowledge

Some effective ways to build background knowledge include:

- Providing learners with many practical and real life experiences.

- Actively assisting the learner in relating the new words to previous experiences.

- Assisting learners in building relationships between words.

- Helping the learner establish a depth of meaning for new words.

- Presenting learners with multiple exposures to new words.

- Motivating and fostering interest in new words.

- Assisting the learner in transferring new words to their vocabulary.

Basic Skills for Building Vocabulary and Comprehension

The following are basic skills that students need in order to build vocabulary and to increase their comprehension or understanding of words.

- Phonics
  - ➥ The association of sounds with letters and letter combinations.
  - ➥ There are 26 letters in the English alphabet, also called graphemes.
  - ➥ There are 25 consonant sounds. Consonant sounds include final consonants, consonant blends, and consonant digraphs. All need to be taught. They will often have difficulty associating sound and symbol. They may substitute letters and sounds for one another, or skip letters and sounds altogether as they read. They may not hear the sound correctly when the word or sound is produced and therefore not be able to correctly identify or recognize it later.
  - ➥ Vowels are often difficult for students to learn because they can represent more than one sound. Short and long vowel sounds are the most common. Students need to have fluent and efficient knowledge of vowel sounds so that they can make better predictions about unknown words. If students are spending a great deal of time sounding out.

- Word Patterns or Parts and Word Building
  - ➥ Proficient readers rarely sound out words letter by letter. Rather, they use what they know about common spelling patterns to determine the pronunciation and possible meaning of new words. This is another strategy. A word pattern has two parts (Adams, 1990).
    - ⇉ An onset, the initial part of the word that precedes the vowel; and
    - ⇉ The rime: the part after that may also be called a word family or a phonogram, such as *at* in the words hat, bat and cat.
  - ➥ Using word parts to assist in building a stronger reading vocabulary means looking at the discrete parts of which a word may be comprised. According to the researchers at NIFL word parts include affixes (prefixes and suffixes), base words, and word roots. The use of affixes is more completely described in the following description of Structural Analysis.
    - ⇉ Base words can be described as words from which many other words are formed.
    - ⇉ Word roots are the words from other languages that are the origin of

Basic Skills for Building Vocabulary and Comprehension (continued)

many English words. About 60% of all English words have Latin or Greek origins.

- Structural Analysis
  - ➥ When words are made up of more than one syllable, students use structural analysis to divide the word into pronounceable units. The student may focus on larger units of letter patterns. Skills include the identification of inflectional endings, prefixes, suffixes, contractions, compound words and, syllabication. Students who struggle with these skills usually don't use their background knowledge to figure out longer unknown words they may encounter. Nonetheless, just knowing some common suffixes and prefixes, base words and root words can be an extremely helpful remediation skill for many students. The researchers at NIFL state that if students learn just the four most common prefixes in the English language (un-, re-, in-, dis-) they will have important clues about the meaning of about two thirds of all English words that have prefixes. Prefixes are fairly easy to learn because they usually have clear meanings, are usually spelled the same way from word to word, and they are always used at the beginning of words.

- Basic Sight Words
  - ➥ There are certain words that are most frequently used in written text and account for about 25% of all words in school texts. They are also known as high frequency words. In school texts, 109 words make up over 50% of all words used and only 5000 words make up 90% of the words used (Adams, 1990). Being highly proficient in reading these words gives a student

Module A Transparencies

Module A: The Influence of Early Language Skills on Vocabulary and Comprehension in Reading

The PAR²A Center

The paraeducator will:

- *Define the connection of oral language and literacy development*

- *Reflect upon personal acquisition of vocabulary and comprehension*

Oral Language

The PARA Center

The ability to communicate:

- *meaning,*

- *Ideas,*

- *Wants,*

- *Needs, and*

- *Desires.*

Literacy

The PARA Center

- *Literacy is the active, critical, and productive processes which makes it possible for us to understand the world around us.*

- *It is sustained reading, talking, writing, listening, thinking, remembering, organizing, inferring, and other cognitive behaviors.*

Reading

The PAR*A*
Center

- ***The definition of reading, in contrast to literacy, is the ability to comprehend written discussion or text.***

Literacy vs. Reading

Using the provided pages write responses to the following:

- *What have you learned thus far that will help you better assist students who are struggling with their literacy skills?*

- *Think about the process of becoming literate. Could you have received better or more appropriate assistance when you were a young learner? If yes, what would that assistance have been like?*

- *Think about your early use of language. What sort of impact do you think your early language experiences had upon the literacy skills that you have developed?*

How Do We Develop Early Language?

The PAR²A Center

How do we develop early language and how does it lead to reading and literacy?

Learning to Talk

Think of a time when you have personally watched someone learn to talk.

- *Reflect upon that experience.*

- *Interview a classmate about their experiences and record their thoughts and reflections.*

Making Learning Language Successful

There are many components that enter into the teaching and learning of language.

- *Immersion*

- *Demonstration*

- *Engagement*

- *Encouragement*

- *Expectation*

- *Responsibility*

- *Approximation*

Transference

Using oral and listening skills, the learner begins to make meaning out of or transfer meaning to written text.

Vocabulary

The definition of vocabulary as it relates to the development of strong literacy skills is using words with certain linguistic conventions and attached meaning to be able to communicate.

Four Types of Vocabulary

- *Listening Vocabulary*

- *Speaking Vocabulary*

- *Reading Vocabulary*

- *Writing Vocabulary*

Four Ways to Learn Vocabulary

The PARA Center

- *Incidentally*

- *Direct Instruction*

- *Self-Instruction*

- *Mental Manipulation of Words*

Building Background Knowledge

Effective ways to build background knowledge:
- *Practical and Real-life Experiences*

- *Relating New Words to Previous Experiences*

- *Build Relationships Between Words*

- *Establish a Depth of Meaning*

- *Multiple Exposures*

- *Motivate and Foster Interest*

- *Transferring new Words*

Basic Skills for Building Vocabulary and Comprehension

The PARA Center

- *Phonics*

- *Word Patterns or Parts and Word Building*

- *Structural Analysis*

- *Basic Sight Words*

- *Context Clues*

Module B: Concepts of Vocabulary and Comprehension

Assisting with Vocabulary and Comprehension
in the Classroom Academy
Module B: Concepts of Vocabulary and Comprehension

A. Lecture: Module Goals

Using the **Module B: Concepts of Vocabulary and Comprehension** handout and transparency **(H1/T1)**, review the goals of the module. The paraeducator will:
1.   Define and examine the relationship between comprehension and vocabulary.
2.   Develop awareness of multiple literacy assessments.

Goal 1: Define and examine the relationship between comprehension and vocabulary.

1.1 Lecture: Reading, Comprehension, and Schema

As reviewed in the previous module, it is apparent that there is a substantial difference between the term *reading* and the term *literacy*. There is an equally substantial difference between the terms *reading* and *comprehension*. The terms are often used interchangeably and they are not synonymous when attempting to develop literacy skills. One possible example of this would be to ask an English-speaking person to read a Spanish text. They may very well be able to perform the mechanical skill of doing this. But, does that mean that they can comprehend what they read? Not at all. Another way to look at this difference is to redefine the terms. Present the **Reading and Comprehension** handout and transparency **(H2/T2)**.

- Reading is the process of making sense from print.
  - In the case of the English speaker reading a Spanish text, making sense may have only been possible in the attempt to pronounce and use punctuation correctly.
- Comprehension is the goal of all reading and is the understanding of the text through a variety of ways.

Rummelhardt (1986) and Goodman (1996) indicate a belief that no two readers will produce the same meaning from the same text because each reader brings different schemata or background experiences to the act of reading.

The development of schema is one of the most obvious relationships between vocabulary and text comprehension. The continual development of vocabulary is based upon all of the following theories, activities, learning opportunities, etc. It is critically important that paraeducators understand the importance of schema to the learner. Present the **Schema** transparency **(T3)**.

- Schema is the background knowledge that the reader brings to the textual or reading experience.

Schema must be engaged before the reader will be able to learn the new information presented. Schema ties must be made as part of the reading lesson. That is, previous experiences or old information that the reader has must be tied in some way to the new information presented in the textual reading material.

The schema that a reader brings to the activity also includes information regarding the actual words of the text. That is, how they are spelled, the word families that the reader recognizes, recognition of new words that have been directly taught, the ability of the reader to decode new text, etc. These examples are just a few of the many parts of background knowledge or schema that the learner brings to the reading experience.

1.2   Activity: Personal Schemas

Participants will examine schemas they have personally brought to positive reading opportunities.

Note to Instructor: This activity is designed to be self-reflective and, as such, cannot be hurried if it is to completed effectively; plan on spending approximately an hour. Do not hurry.

1.2.1   Steps

- Present the **I Just Loved That Book** transparency **(T4)**.
- Direct participants to complete **I Just Loved That Book** in their journals **(R4)** by thinking back to one of the earliest times that they can remember really enjoying reading a book.
- Present the following questions, reminding participants that this is a time for personal reflections and that the responses they record initially are about themselves, so this is not a time to discuss their thinking with others. Ask them to individually reflect and take notes about:
  ➡ What was the title of that first book that you really loved?
  ➡ What was it about the book that you really liked?
  ➡ What did the content of the book include? What was it about?
  ➡ Why do you think this particular book was really interesting and fun for you?
  ➡ What personal background information do you think you may have brought to the reading of this book that enhanced your enjoyment?
  ➡ What strengths did you have that made reading this book a positive experience?
  ➡ How do you think you tied the information, background, or schemas that you brought with you to the information in the new, much-loved book?
  ➡ How do you think you took your love, interest, enjoyment of this book and related it to the world around you?

➥ Relate how the enjoyment of reading this book, its development of increased personal background or schema, ultimately led you to further reading of books of a similar nature, by the same author, or of the same subject matter.

▪ Next, divide the class into groups of four or five and provide them with markers and chart paper.

▪ Direct the groups to discuss their individual reflective responses.

▪ Present the **Background Check** transparency **(T5)** and direct groups to write their group responses on the chart paper.

➥ If your love of reading was linked to the background knowledge, the schema, which you brought to the activity, the same is probably true of the students that you work with. How can you use this information to better assist students?

▪ After they have completed generating their responses, ask them to share them with the rest of the groups.

▪ Direct individual participants to record the responses of the other groups on **Background Check** in their journals **(R5)**.

1.2.2 Lecture: Personal Schema

Everyday, in all of our daily activities, we continue to build upon previously learned schema, broadening our knowledge. The same is true about our uses of reading and the development of schema or background with the use of reading. Continual practice of a skill increases the likelihood of broadening the use of that skill. Within our daily lives, we use reading almost continuously. Think about how many times you use reading skills from waking to sleeping everyday.

1.3 Activity: What Did I Read Today?

Paraeducators will examine the frequency and purposes in their daily lives.

1.3.1 Steps

▪ Using the **What Did I Read Today?** transparency **(T6)**, ask participants to think about how many times and for what purposes they use reading skills from waking to sleeping. If they need cues to broaden their thinking, include examples such as, reading cereal boxes, road signs, dashboard, newspaper, shampoo labels, etc.

▪ Record class responses on transparency.

- Briefly discuss that most often we read with a specific purpose in mind, to get information, to guide our actions, for recreation, etc. However, sometimes we read because we are habituated to reading "for something to do" and feel "funny" if we don't have something to read, so we read just to feel comfortable, thus resorting to reading the backs of cereal boxes, magazines at the doctors office, etc. As you record responses on the transparency feel free to label the purpose for some reading as "for something to do" or other non-utilitarian purposes.

1.4   Lecture: Making the Reading Connection

A theory that emphasizes three kinds of connections that proficient readers make as they read is based upon the work of Stephanie Harvey and Anne Goudvis (2002).

Present the **Three Reading Connections** handout and transparency **(H3/T7)**, stressing that the connections are not only seen with early readers but are part of the connections that all learners make regardless of their age and ability level. Each step in building the connections toward strong text comprehension also provide the learner with more and more vocabulary. The three connections are referred to as:

- Text-to-Self
  - ➥ The learner makes highly personal connections between a piece of reading material and the reader's own experiences.
- Text-to-Text
  - ➥ The learner is taken to the next step beyond immediate application to self to the development of interest by relating the text to other materials to which the learner may have had exposure.
- Text-to-World
  - ➥ The learner experiences and understands information and ideas that are far beyond their own, personal experiences. Text-to-world connections are the larger connections that the learner brings to the reading situations.

1.5   Lecture: Text-to-Self

Harvey and Goudvis say that the easiest connection for students to make is that of text–to-self. These are highly personal connections that the learner makes between

a piece of reading material and the reader's own experiences. This is another way of expressing how the learner uses background or schematic knowledge to make a literacy connection. Learners who are newly engaged in the development of literacy skills, sometimes at various levels, typically begin their learning by making the text-to-self connection. This is a critical and pivotal connection for many students. The ability to access ones own experiences and relate to the world of text will forge the connection to further learning. This is true for students who are beginning their academic experience as kindergartners, are learning to read a second language or are learning to interact with reading materials that are specific to a new area of learning, such as medical terminology or technical jargon related to computer use.

Within this early connection, the learner begins to make the connection this makes me think of. Refer to *1.3 Activity: What Did I Read Today?* and remind participants that this is the same for students in our schools; their lives have been saturated with text.

1.6   Lecture: Text-to-Text

The next connection is that of text-to-text. It takes the learner to the next step beyond immediate application to self to the development of interest by relating the text to other materials the learner may have had exposure to. The learner may be reminded of something they have read previously, other books by the same author, stories within a similar genre, similar writing styles they may have encountered, or similar thematic material.

The critical issue at this stage is that the connection is made between the learner and their specific experiences and knowledge of the world of print. The teacher or paraeducator assisting a student should be extremely careful to not make assumptions about the skills of the student they are working with.

This is especially true of second-language learners. Frequently, teachers working with second-language learners have some sort of information or sense about what the academic skills are of the student. Even so, they do not often have a clear picture of the background knowledge the student brings to the learning environment. For example, the teacher may not know whether the student comes from a rural or urban environment or what their previous educational level of success was. Typically, the teacher would ask the student questions to gather this information or ask someone to translate, but this is not always possible.

The teacher or paraeducator in these cases must have a conscious awareness of this gap in their own knowledge regarding a student or students. The student may make connections at all three levels; to self, text, and world, which the adult may not understand. The adult needs to be especially diligent to not trivialize the connection but should always regard the student's perspective and response with respect and enthusiasm, encouraging the student to make further and more fully developed connections.

Proficient readers consistently gain insight while reading as they think about how what they are reading connects to other materials they are familiar with. They may make connections like, "this is the same thing that I read about in the newspaper last week," or, "this reminds me of the science assignment I worked on last night," or, "last time I read a book like this the author killed off the main character." A young reader may make more basic text-to-text connections such as "this book has a picture of dinosaurs on the front, I really liked the book we read last week about dinosaurs." A teenage reader may make a connection such as. "I can't wait to see the new People magazine; I loved the stuff that I read this week about this summer's movies."

1.7   Lecture: Text-to-World

The third connection of text-to-world is made as the learner experiences and understands information and ideas that are far beyond their own personal experiences. Text-to-world connections are the larger connections that the learner brings to the reading situations. We all encounter the world through many sources of literature and media. We often hear others relate their personal experiences and we form ideas as we interact with this information. This type of information is the foundation for making strong connections to the world-at-large, increasing our understanding of the things that we may not have immediate access to but are interested in, such as the space shuttle program or medieval castles or vacations in American Samoa.

This is a time and opportunity when the paraeducators role can be especially important. Many second-language learners have a significant and broad knowledge of the world at large, through the experience of living in several different countries and/or cultures. They may have a wealth of personal experiences and information that a paraeducator can help them access to make the text-to-world connection. This is a time when these students can shine. Often in this situation the student may not have the reading or language skills to independently engage in the text being used and may need to have the text read and explained to them so that they can use their background information in a more highly developed and sophisticated way.

Activities that teach the strategy of making connections will engage the learner in thinking about whether any of their experiences and knowledge (self, text, or world) can be applied to what they are currently reading. Through this process, the learner has greater reading comprehension. The process that we have just reviewed is one that a proficient reader engages in automatically. Enforcing and reinforcing engagement in this process is an important and key way that teachers assist students in building strong literacy skills, strong connections between vocabulary and comprehension. How do we then assist students who are not proficient readers in this process in a concrete way? There are concrete means by which educators teach this process.

1.8   Activity: Making Reading Connections

Paraeducators will engage in making reading connections of their own. They will follow the teaching process that would be used if this theory were being formally taught in a classroom setting.

Note to Instructor: You will need to provide your own reading materials for this activity. You will need to read aloud to the class from two different selections, one from a second- or third-grade level text and the other from a tenth- or eleventh-grade text. This activity will conclude with the participants having engaged in all three levels of making connections, the last being the text-to-world connection. For the best use of activity examples, when choosing texts to read aloud, attempt to use texts that a teacher would regard as having an obvious carry over to other areas of curriculum. For example, when doing a read-aloud at the high-school level, a choice material might be an excerpt from a murder mystery that describes part of an autopsy. Students could easily make the connection to biology classes, movies they have seen, career choices they might be interested in, etc.

1.8.1 Steps
- Present the **Text-to-Self Connections: Elementary** handout and transparency **(H4/T8)**.
- Direct participants to think of themselves as students in a public school classroom. When assisting students to make the text-to-self connection, it is helpful to use a concrete format of recording responses on a matrix. The learner benefits from this by seeing their thoughts, ideas, and connections represented in visual mode.
  - ➡   Making a text to self connection: That reminds me of...

- Divide the class into pairs.
- Read a passage from elementary-level instructor-provided material. Explain the type of connection you are attempting to help them make, text-to-self. Explain that when we make a connection between a text and our own life the text is likely to make more sense and to mean more to the reader.
- Ask participants to write the name of the text at the top of their handout, **Text-to-Self Connections: Elementary (H4)**.
- Encourage participants to try to remember themselves and their level of information as a young learner and attempt to think aloud from that perspective.
- Instruct participants to think aloud and then record two or three of each other's responses. Explain that as they make connections they are adding to what they already know.
- When finished, present the **Text-to-Self Connections: High School** handout and transparency **(H5/T9)** and repeat the process, reading the high school selection.
- When finished, present the **Text-to-Text Connections: Elementary School** handout and transparency **(H6/T10)**.
  - Making a text-to-text connection: In this text.......That is like......
- Repeat the process reading from the elementary-level selection, reminding participants of the following:
  - That they are making a text-to-text connection.
  - That good readers remember other texts that they have read.
  - They make connections to other printed materials, books, newspapers, magazines, advertisements, etc.
- While participants are working in pairs, remind them of the following:
  - That while they are working with each other, they are making text-to-text connections that will add to what they already know and that will help make them better readers.
- When finished, present the **Text-to-Text Connections: High School** handout and transparency **(H7/T11)** and repeat the process, reading the high school selection.
- When finished, present the **Text-to-World Connections: Elementary School** handout and transparency **(H8/T12)**.
  - Making a text-to-world connection:
    - When I read (instructor produces the reading)...
    - Student response: I also know about... What do I know about that I didn't know before? This also made me

think about... I also wonder if...
- Repeat the process reading from the elementary-level selection, reminding participants of the following:
  - That they are making a text-to-world connection.
  - That good readers not only make connections to themselves and other things that they have read, but they make connections to the world around them, to other people, and how they might think.
  - Good readers try to make a connection to how someone else might think about the reading material.
  - Good readers think about what they already know and they make their own connections.
- While participants are working in pairs, remind them of the following:
  - That while they are working with each other, they are making text-to-world connections that will add to what they already know.
  - To think about how what they already know will change as a result of this new learning.
  - That thinking these ways will helps them engage in a metacognitive process and will make them better readers.
- When finished, present the **Text-to-World Connections: High School** handout and transparency **(H9/T13)**, repeating the process reading from the high school-level selection.
- When finished, present the **Teacher Reinforcement: Making Connections** transparency **(T14)**.
- Remind participants that what they have experienced is only part of the process and that in a formal teaching situation the instructor would do the following, many times during a school day, to reinforce the process and new learning.
  - In a formal teaching situation the instructor would do the following many times during the school day to:
    - reinforce the process, and
    - reinforce new learning.
      - Give multiple opportunities for students to think-aloud while reading new material.
      - Provide independent reading time for students with the assignment of making connections while they read.
      - Invite students to share these connections periodically during class instruction or during a

formal instruction time, using charts of recorded responses.
- ◗ Reinforce making connections while doing individual reading conferences.
- ◗ Model making connections.

1.9   Lecture: Making Another Connection

Many paraeducators work with students who have unique challenges and for whom the development of strong literacy skills is very difficult. Some of those students have cognitive disabilities, learning disabilities, physically handicapping conditions, emotional disabilities, etc. For these students being available for the academic process is a challenge in and of itself.

A great deal of the responsibility that paraeducators hold for these same students includes providing the modifications and accommodations needed for them to be successful. While designing, recommending and problem solving most of these modifications and accommodations is the responsibility of the professional staff working with the student, the paraeducator is often the one who is most likely to carry them out on a daily basis.

Within the context of students who have unique learning challenges there are two particular populations for whom adaptations and modifications bear closer examination, visual and hearing handicapping conditions. Paraeducators who primarily work with students who are visually or hearing impaired often are provided specific training that prepares them for the challenges of that particular population. However, there are many students who have these handicapping conditions as part of other more or equally significant conditions, and so the paraeducators who are supporting them may or may not have had training specifically for hearing or visual impairments.

Another scenario to consider for attendees who have not had the opportunity of working with populations of students who have hearing or visual impairments is the likelihood that these students could "turn up" in classrooms in their schools at any given time. The following activity is designed to provide a forum for attendees to have a group discussion regarding how to assist students with handicapping conditions and to make their own connections to the materials they are engaged with daily.

1.10 Lecture: Making the Connection for Learners Who Are Atypical

Many students who have visual or hearing impairments are active members of the school community. They function very much like other students, but their academic needs regarding literacy require special attention. When making the text-to-self, text-to-text, and text-to-world connection, there need be awareness of the difficulty of this process if the learner has not been able to see the text in the same way as their peers, or hear the text in the same way as their peers. They may have unique perspectives from which to make their connections.

Visual Impairments

Many students who have visual impairments use Braille to access text and to express written language. Paraeducators who work with students with these needs typically have had specific training to appropriately assist. Other students may not need to use Braille. Their vision may be adequate for reading when assisted by devices such as magnifiers or large print text.

See/Hear is a newsletter regarding visual impairments and deafblindness. It is published for families and professionals. They state that some students benefit from a combination of Braille and text. Still others may not receive benefit from any of the above and may primarily use an auditory medium, tactile symbols, real objects or tactual materials. The educational team making decisions regarding these students will have based their decisions on many factors: age, general ability, visual and tactual functioning, visual prognosis, motivation, academic/nonacademic demands, environmental conditions, personal and interpersonal factors (such as an acceptance of one's blindness), reaction to societal attitudes about blindness, and/or a lack of exposure to Braille. Each student with a visual impairment has a unique and personal journey to literacy. Planning and implementation towards literacy is an important process that paraeducators are critically involved with.

The paraeducator working with a student with visual impairments may have critical information based upon their frequent observations of the student that would aid in making the decision of whether to use a print reading program or not. Present the **Taking Note** handout **(H10)**. The paraeducator may be asked to be observant of the student and take note of the following:

- Have you noticed whether the student:
  - Uses vision efficiently to complete tasks at near distances (reaches for objects on visual cue, explores toys or objects visually, discriminates likenesses and differences in object or toys visually, identifies objects visually)?
  - Shows interest in pictures and demonstrates the ability to

        identify pictures and/or elements within pictures?
- ➡ Identifies name in print and/or understands that print has meaning?
- ➡ Uses print to accomplish other prerequisite reading skills?

- Other factors that paraeducators may be asked to take note of, consider, or assist the student with could be:
  - ➡ Helping the student keep up with peers.
  - ➡ Make teacher-suggested modifications to homework, seat work, and other tasks, taking note of whether the student is able to complete work and tasks without becoming too fatigued.
  - ➡ Making sure the student has enough time to practice with meaningful text.
  - ➡ Making sure the student has access to any needed tools, such as optical devices in any needed environment.

It is important to keep in mind that the medium by which a student with a visual impairment gains literacy skills is not a hard and fast decision. Students change over time as do their abilities. More and more often, students with visual impairments in educational programs are realizing the benefit of using print, Braille and auditory information. Students with visual impairments also need to make critical connections to text. All students need tools to assist them in making these connections.

Hard of Hearing

Students who are hearing impaired to such a point that they are not able to benefit from auditorily produced information typically have learning plans that specifically address how to support them in an academic setting. They also receive most or many of their services by means of sign language and written text. Paraeducators assisting these students have specific training provided by the educational system.

Paraeducators are often key to making daily accommodations and modifications for many other students who are hard of hearing. These students are able to receive some benefit from daily auditory educational experiences in a typical classroom, sometimes with use of FM systems, hearing aides, cochlear implants, and other means of assistance. A critical component to their educational experience is that of preferential seating. That is, assuring that the student is within the student's own auditory range of the source of auditory information. Many times, students are hesitant to acknowledge this need, and so the adults assisting them must be aware of the need and make sure the student is receiving best benefit by being able to hear what is going on. This assistance should happen in as least obtrusive a manner as possible, guarding the students self esteem and dignity.

Parents and educators should attempt to engage students with hearing impairments early on in enjoying written text. There are many ways to assist in building an enjoyment and appreciation of reading. Present the **Reading Strategies for Students Who Are Deaf** handout and transparency **(H11/T15)**.

- Ways to encourage literacy for students who are deaf or hard of hearing:
  - Make age-appropriate books available in every environment the student uses.
  - Encourage parents to start this process with very young babies, reading every day to their children.
  - Use props like finger puppets or action figures to role play while reading together.
  - Translate from English to sign language when necessary to clarify meanings.
  - Explain moods and settings of stories, things the student might not notice otherwise.
  - Point out key words while you sign and sign in order of the written text for best sign/spoken word to text association.
  - Fingerspell to students at an early age.
  - Make the acquiring of books whether from a library, bookstore, friend, or wherever an exciting experience.
  - Subscribe to interesting, colorful magazines.
  - Encourage students to write often.
  - Be a role model of reading.
  - Attach language to all possible activities, broadening the students vocabulary and personal schema wherever possible.
  - Label objects.
  - Tell stories and invite the student to tell stories.
  - Play games that include reading.

1.11 Activity: Making the Connection

Paraeducators will think about atypical learners and apply the process of making text comprehension to those learners.

1.11.1 Steps

- Direct the class to think about the atypical learner, specifically, about students who have visual or hearing disorders, reading disabilities,

emotional difficulties or any combination thereof.

- Direct the participants to complete **Making the Connection** in their journals **(R6)** by reflecting on the pivotal role that the paraeducator plays in creating a successful learning opportunity for these students and about how important they believe that role to be.

- When finished, ask them to reflect further. Ask them to think about how the information just covered; making a text-to-self, text-to-text, and text-to-world connection is critical to the development of strong text comprehension skills. Remember that these components are the keys to being a strong reader for all students. How can the paraeducator apply this information to their role as the pivotal person in the academic life of many students with handicapping conditions?

1.12 Lecture: Three Major Levels of Comprehension

Reading comprehensions is divided into three major levels. These levels are not linear in nature for the strong reader but are used simultaneously by the strong reader to provide accurate information. Present the **Three Levels of Comprehension** handout and transparency **(H12/T16)**.

- Literal
  - ➥ The reader finds the information plainly revealed in the text. When asking questions at this level the learner is asking *explicit* questions.
- Inferential
  - ➥ The reader employs skills to extend their thinking beyond the obviously stated text passage. The learner asks *implicit* questions at this level.
- Critical or Evaluative
  - ➥ The reader is able to integrate personal and background knowledge in order to create meaning from the text. The learner asks *scriptal* questions at this level. At an immediate level, the learner is able to analyze, synthesize, make predictions, and come to some conclusions about the text based upon previous and personal learning. At an even higher level of comprehension, it also means that the reader is able to integrate the actual script, the authors intended meaning, and then proceed to use their own schema to draw further conclusions and personalizations. At this level, there is a sort of dialogue between the text (or script), the reader, the author,

and the new meanings or extensions being made.

The following skills make up the three levels of comprehension. In order to fully comprehend a text passage the reader determines or uses each of the following:

- Main Idea
  - ➥ This is the central thought in a text passage. It usually involves several processes that the reader uses in order to find the main idea of the passage.
    - ⇉ The learner who is having difficulty identifying the main idea often cannot distinguish the most important or critical idea for the supporting details. Students who cannot find the main idea are not familiar with context clues embedded near the main idea in a text. Some solutions to this difficulty may be to teach the student the text structures that signal the main idea in a passage, phrases such as, "this is," "here is," etc.
- Supporting Detail
  - ➥ Supporting details are the smaller bits of descriptive information that support or tell about the main idea. They more completely develop the ideas of the text
    - ⇉ The learner who is having difficulty recalling specific details or descriptive words within a text usually cannot supply information regarding supporting details. They can tell the main idea but cannot accurately describe it using the details provided in the text. These learners would benefit from the use of graphic organizers. Visualization within their own schemas, regarding text-to-self or text-to-text would also be helpful in retaining details presented in the text.
- Sequencing
  - ➥ The events of a story or a passage are put into the correct sequence that is implied or stated in the text.
    - ⇉ The learner who is having difficulty sequencing typically does not recognize the signal or guide words that indicate that there will be a sequence listed in the passage. They would benefit from drill and practice and even memorization of words in context like "next," "also," ""then," and "so on." These learners should be encouraged to develop visual images of events that occurred within a passage so that they can construct accurate sequences.
- Cause and Effect
  - ➥ The learner uses inferential skills to look for one or two actions that

caused something else to happen within the text passage. The reader usually needs to look in several sections of the passage to find the pieces of information and put them together accurately.

⇒ Learners who have trouble finding cause and effect relationships in passages will not be able to search different parts of the text and put together relationships. Graphic organizers will help these students be able to search the text and aid in remembering the cause and effect relationships in the passage. The use of text structures such as signal or guide words are very helpful as cues.

- Compare and Contrast
  ➥ This is an inferential skill requiring the reader to put several situations together within the text passage, stating the similarities and differences of the situations, people, or things.
    ⇒ Learners who have difficulty comparing and contrasting typically have difficulty remembering the details of the passage. Graphic organizers are of assistance for developing this skill.

- Predicting Outcomes
  ➥ This skill involves using material that is implicit or not directly stated in the text. The learner uses prior knowledge to predict what the passage will be about or to make a prediction regarding what the outcome will be.
    ⇒ The learner who has difficulty predicting outcomes does not accurately integrate or use their background knowledge about the text. They would greatly benefit from activities that would allow them to actively discuss their own background information and experiences and what they know about the subject matter before making predictions about the text.

- Summarizing
  ➥ The reader is able to take the information from the text and present it in short statements that briefly describe the general idea of the passage, drawing conclusions about what might have been implied.
    ⇒ Frequently learners who have difficulty with summarizing also have difficulty with sequencing. They may not be able to follow multi-step directions. An approach to assisting these students would be to provide them with opportunities to summarize concrete experiences before moving to printed materials.

- Drawing Conclusions

➥ When drawing conclusions from written text, a student is again using inferential skills. This higher-level comprehension skill requires the learner to determine the message described in a text and apply personal knowledge, schema, ideas, etc. to arrive at conclusions that were not immediately supplied in the passage.

⇉ Students who interpret information at a very literal level have not typically developed this skill. This skill involves the ability to problem solve, evaluate, and analyze what the learner has read. The student must work on each of these individual areas prior to synthesizing them into the skill of drawing conclusions from written text.

- Evaluation
  ➥ This skill involves the readers ability to judge and draw conclusions about what is important in the message of the text.

  ⇉ The individual student who is having difficulty evaluating concepts and ideas from the text often does not link schema or previous knowledge with the message of the text. This student will need assistance in making this a consciously used skill. The learner develops confidence in their ability to make judgments and draw conclusions through conscious practice and interactions with this skill.

- Metacognition
  ➥ This is the ability to monitor one's own reading ability using the strategies and skills listed above. These skills and strategies are used to acquire the appropriate meaning from text. The individual learner can consciously evaluate how well they understand what they are reading.

  ⇉ The individual student who is not using personal metacognitive skills needs assistance with specific strategies to help them know what they know about the reading task, know what they don't know and make the strategic changes needed to get the information from the textual materials. Information and activities supporting text-to-world learning support the development of metacognitive skills.

Goal 2: Develop awareness of multiple literacy assessments.

2.1 Lecture: Multiple Literacy Assessments

The purpose of assessment in any classroom situation is to use the resultant test data to make valid and appropriate decisions regarding student progress. Teachers and other educators typically use two types of tests. Present the **Types of Tests** transparency **(T17)**.

- Formal or Standardized Tests
- Informal, Diagnostic, or Authentic Assessments

Formal or standardized tests, simply defined, are tests in which the same test questions or tasks are given under the same conditions and the responses are recorded the same way. The tests have been given to many performers over time and then evaluated by professional test designers to determine the most typical scores possible for any one person. These test responses are then used as the norm by which new performers are rated.

Formal tests are typically administered in the school setting by professionals to students to arrive at the needed information regarding student performance when determining placement in specific learning programs. Federal definitions of the roles and responsibilities of paraeducators prohibit them from administering, scoring, or reporting the results of formal or standardized tests.

Many state legislatures have determined and required that educators must provide a series of assessments for students who need help learning to read, thereby providing a body of evidence specific to the learners' need and the most appropriate form of assistance for that student. This body of evidence should include standardized or formal assessments and a range of informal or authentic assessments. The information gained from these assessments should then be used to lead the course of instruction for the individual student.

Note to Instructor: Each instructor should inquire regarding their states legislation or requirements regarding literacy assessments and present that information as appropriate. The Colorado Basic Literacy Act (CBLA) is an example of such legislation.

Some formal assessments that could be used in this manner are:

- The Woodcock Johnson Tests of Achievement and Cognition
- The ITBS, Iowa Test of Basic Achievement
- The CAT, California Achievement Test

Informal or diagnostic assessments are assessments that tend to give information that is more detailed in nature about the learner and can be used as part of the prescription for learning or to make more informed decisions about daily instruction.

Present the **Authentic Assessments** handout and transparency **(H13/T18)**.

- Authentic assessments are a form of informal or diagnostic assessment and are derived from what students are doing daily in the classroom or the real world, thus the term *authentic*. They include samples of student work, observations of learning processes, and student or self-evaluations of their own progress. Authentic assessments provide more detail about how and what the student is learning and give the educator appropriate information on which to base instructional decisions and clearly delineate targets for the student to achieve. An authentic assessment can be performed as an instructional activity.
- Authentic assessments can include, but are not be limited to:
  - Individual reading inventories.
  - Diagnostic batteries, such as the DRA, QRI III, etc.
  - Running records.
  - Tape recorded samples of students reading.
  - Individual reader and writer conferences.
  - Records and inventories of students reading interests.
  - Think alouds.
- Individual Reading Inventories
  - Individual reading inventories are usually simple tools used to provide a quick assessment of the student's reading ability. They often consist of a series of graded word lists and paragraphs that the student read and then answers some comprehension questions. The student continues with the process until the teacher has found the students' independent, instructional or frustration levels. This helps the teacher make decisions regarding what level of reading materials to assign in the future, what levels to use for instructions, and what should be used for read aloud material.
- Diagnostic Batteries
  - Diagnostic batteries, such as the DRA, QRI III, etc., provide the teacher with specific information, similar to that gained in

an individual reading inventory. It also provides results related to word recognition in passage reading, and comprehension in passage reading.

- Running Records
  - ➥ Running records and individual reading inventories, permit teachers to determine students' reading strengths, weaknesses, readability levels, and fluency. For example, when doing a running record, the student is required to read 100 words of text out loud to a teacher. The teacher notes the time it takes the student to read the passage and the accuracy with which they read. This assessment can be administered multiple times during the year and then the teacher can note progress in fluency, as well as accuracy in reading.
- Tape Recorded Samples
  - ➥ Tape recorded samples of students reading provide the teacher an opportunity to listen and assess skills and needs without the stress of on the spot interactions. It also provides the teacher and the learner the opportunity to compare change over time.
- Individual Reader and Writer Conferences
  - ➥ Individual reader and writer conferences allow individualized time for the teacher and the learner to discuss specific skills, needs, and suggestions for continued progress.
- Records and Inventories of Student's Reading Interests
  - ➥ Records and inventories of student's reading interests help the teacher assure that the materials that will be most likely to attract students to the reading world will be available and ready for disbursement. The teacher can make a link between the text-to-self, text and world connection and the enlarged areas of interest Teacher awareness of individual student interest is sometimes the first connection that helps create a safe and secure learning environment for some students.
- Think Alouds
  - ➥ Think alouds are opportunities for students to respond to what they know about their tasks, what they don't know, and how to make the needed changes to get the new information. It is also an active part of making the text-to-self, text-to-text, and text-to-world connections.

2.2 Assignment: Best Reader Interviews

Note to Instructor: You will need to make a decision about how long you give the class to complete their assignments so that you have time to grade, record grades, and turn in materials from this course in a timely manner. If paraeducators are taking this course for credit, there will be a time limit based upon the grading period at the attending institution. There is also the consideration of how you would like participants to get their assignments to you. They may need to be mailed or you can make whatever arrangements seem to work for you and your class. You are strongly encouraged to be very firm about a completion date and may need to make some effort to follow up on participants and their progress. Use the **Best Reader Interviews: Grading Rubric (G1)** in the *Academy Assessment* section of this academy to grade the assignment.

Distribute the **Best Reader Interviews** handout **(H14)**. Read the instructions and answer questions regarding completion of the assignment. Provide the class with date for completion and your process for handing the assignment in.

- You have been spending class time discussing how readers make connections to the text, to themselves, and then to the world beyond the text. It is now time to apply that information to yourself and the students you work with.
- For this assignment you will be challenged to interview three different people. You may need some assistance from friends to find the people you need to interview; don't be afraid to ask. You cannot use family members for these interviews, tempting as that would be. (We don't want you to assume any information by knowing the interviewee too well!!).
- You will interview a fifth or sixth grader, a high school student, and an adult. Your criteria for who to interview should be:
    - You will be looking for readers in each category who are very successful, fluent readers; people who love to read and are often "caught" doing so. You may need to ask teachers for a suggestion of some likely candidates or your own family members may be able to identify who these people are.
- You will interview each candidate and write their responses using the supplied list of questions. After you have interviewed all three people, you will be asked to read their responses numerous times so that you can use the remaining questions to reflect upon your learning from this process.

- The purpose of these interviews is to help you identify some of the general characteristics of fluent readers; what it is they do while they are reading that helps them increase their vocabulary, understand new concepts, and, thusly, further enjoy their reading. You will be thinking about the skills that a fluent reader uses when they encounter new materials that are difficult to understand, new words, and new concepts.
- It will be helpful to think about this assignment as a three-stage process.
  ➥ Step 1: Conduct the interviews.
  ➥ Step 2: Review and draft.
    ⇉ Review the interviews and begin writing a draft in response to the questions that follow the interviews. After you have written your draft, you should look at the language that you use for your written responses and analyze whether you could use more descriptive or rich language for your final product. Use tools such as a dictionary or a thesaurus to help you with this if needed. Review your use of grammar and punctuation.
  ➥ Step 3: Final draft.
    ⇉ Write a final response to the questions. Feel free to transfer your interview responses to keyboarded or typed entries. Yes, spell check is your friend. Your final response should demonstrate that you:
      ➥ı Analyzed the connections made by your chosen readers in their interviews, and
      ➥ı Can use descriptive language, correct grammar, and correct punctuation to express yourself in your own writing.
- Handout to students includes the following:
  ➥ As you conduct this interview try to keep mental tabs on what you hear. Listen for responses that help you know that the interviewee has been making connections. When, where, and how did they make connections to text, themselves, and to the world? Remember, the purpose of these interviews is for you to have the opportunity to analyze responses and to determine the characteristics of good readers that allows them to increase their vocabulary, understand new concepts, and, thusly, further enjoy their reading.
  ➥ Interview Questions:

⇒ The first set of questions will help you determine how these readers have made connections with the literature of their choice.

↳ Tell me about a time when you read something that you were completely engrossed in, that you really loved reading. Describe how that felt.

↳ What type of selection was it?
- Book
- Magazine
- Internet article
- Technical reading
- Other (if Other, record the type)

↳ What motivated you to pick this type of literature? What did you like about it?

↳ How do you think that reading helps you learn?

↳ What kinds of things do you think can be learned from reading? What have you learned?

➥ The second set of questions will help you investigate the various purposes that readers have for engaging in reading.

⇒ How do you typically choose what to read?
- ↳ The title attracted me
- ↳ Pictures/Graphics
- ↳ Content
- ↳ Print size
- ↳ Recommended by someone
- ↳ Other (if Other, record what it is)

⇒ Why do you typically read? What purpose or circumstances generally motivate you to read?
- ↳ For a class
- ↳ For pleasure
- ↳ For entertainment
- ↳ for self improvement
- ↳ Someone recommended
- ↳ Other (if Other, record what it is)

➥ The last set of questions will help you investigate the strategies that fluent readers use as they read.

⇒ What do you do when you encounter a word that you have seen before but have difficulty pronouncing? How do you, or do you, figure out how to pronounce it?

⇒ What do you do when you encounter a word or phrase

that you do not know the meaning of?
- ➡ Re-read
- ➡ Mentally self-evaluate
- ➡ Skip
- ➡ Use the other words or context around it
- ➡ Use the dictionary
- ➡ Pictures/graphics
- ➡ Thesaurus
- ➡ Other (if Other, record what it is)

⇒ After you have read, do you incorporate new words, ideas, and/or concepts into your language and everyday life? How often do you think that you do this? Can you think of example?

➥ Step 2: Review and Draft
⇒ Review the interviews and begin writing a draft in response to each of the questions below. After you have written your draft, you should look at the language that you use for your written responses and analyze whether you could use more descriptive or rich language for your final product. Use tools such as a dictionary or a thesaurus to help you with this if needed. Review your use of grammar and punctuation. Read your written responses aloud to someone else to help assist with clarity and flow.

➥ Step 3: Final Draft
⇒ After completing all three interviews complete the following reflective responses. Please elaborate on your responses; writing at least a full paragraph per question.
- ➡ After reading the responses multiple times, what do you think your personal strengths are in helping students making reading connections (Some possible areas of response: "I can evaluate if students understand the words they read or not and help them use pictures, context, and other ways to understand what they are reading" or "I love reading anything and love helping kids find an interest area or a purpose for reading.").
- ➡ What do you think are your weak areas in

helping students become better readers? How can you use the information gained in the interviews to help you improve in these areas?

➥ As you think about your strengths and weaknesses what do you think you could do better when working with students?

➥ As you conducted and reviewed the interviews, did you discover information that you felt would be immediately applicable to yourself or to students that you work with? If so, what information?

➥ While conducting and reviewing the interviews did you have any "Ah-Ha!" moments about yourself or students? If so, what were they?

⇉ Remember, as you write the final draft of these reflections use rich, descriptive language. Check your grammar, spelling and punctuation.

Module B Handouts

Module B: Concepts of Vocabulary and Comprehension

1.   Define and examine the relationship between comprehension and vocabulary.

2.   Develop awareness of multiple literacy assessments.

Reading and Comprehension

Reading is the process of making sense from print.

▪ In the case of the English speaker reading a Spanish text, making sense may have only been possible in the attempt to pronounce and use punctuation correctly.

Comprehension is the goal of all reading and is the understanding of the text through a variety of ways.

Three Reading Connections

The three connections are referred to as:

- Text-to-Self
  - ➥ The learner makes highly personal connections between a piece of reading material and the reader's own experiences.

- Text-to-Text
  - ➥ The learner is taken to the next step beyond immediate application to self to the development of interest by relating the text to other materials to which the learner may have had exposure.

- Text-to-World
  - ➥ The learner experiences and understands information and ideas that are far beyond their own, personal experiences. Text-to-world connections are the larger connections that the learner brings to the reading situations.

Text-to-Self Connections: Elementary

Story, Title, Author	That reminds me of...

Text-to-Self Connections: High School

Story, Title, Author	That reminds me of...

Text-to-Text Connections: Elementary

In this text...   That is like...

Text-to-Text Connections: High School

In this text...   That is like...

Text-to-World Connections: Elementary

When I read...

I also know about...

What do I know about that that I didn't know before?

This also made me think about...

I also wonder if...

Text-to-World Connections: High School

When I read...

I also know about...

What do I know about that that I didn't know before?

This also made me think about...

I also wonder if...

Taking Note

Have you noticed whether the student:
- Uses vision efficiently to complete tasks at near distances (reaches for objects on visual cue, explores toys or objects visually, discriminates likenesses and differences in object or toys visually, identifies objects visually)?
-
- Shows interest in pictures and demonstrates the ability to identify pictures and/or elements within pictures?

- Identifies name in print and/or understands that print has meaning?

- Uses print to accomplish other prerequisite reading skills?

Other factors that paraeducators may be asked to take note of, consider, or assist the student with could be:
- Helping the student keep up with peers.

- Make teacher-suggested modifications to homework, seat work, and other tasks, taking note of whether the student is able to complete work and tasks without becoming too fatigued.

- Making sure the student has enough time to practice with meaningful text.

- Making sure the student has access to any needed tools, such as optical devices in any needed environment.

Reading Strategies for Students Who Are Deaf

Ways to encourage literacy for students who are deaf or hard of hearing:

- Make age-appropriate books available in every environment the student uses.

- Encourage parents to start this process with very young babies, reading every day to their children.

- Use props like finger puppets or action figures to role play while reading together.

- Translate from English to sign language when necessary to clarify meanings.

- Explain moods and settings of stories, things the student might not notice otherwise.

- Point out key words while you sign and sign in order of the written text for best sign/ spoken word to text association.

- Fingerspell to students at an early age.

- Make the acquiring of books whether from a library, bookstore, friend, or wherever an exciting experience.

- Subscribe to interesting, colorful magazines.

- Encourage students to write often.

- Be a role model of reading.

- Attach language to all possible activities, broadening the students vocabulary and personal schema wherever possible.

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Reading Strategies for Students Who Are Deaf
(continued)

- Label objects.

- Tell stories and invite the student to tell stories.

- Play games that include reading.

Three Levels of Comprehension

The levels are:
- Literal
  - ➥ The reader finds the information plainly revealed in the text. When asking questions at this level the learner is asking *explicit* questions.

- Inferential
  - ➥ The reader employs skills to extend their thinking beyond the obviously stated text passage. The learner asks *implicit* questions at this level.

- Critical or Evaluative
  - ➥ The reader is able to integrate personal and background knowledge in order to create meaning from the text. The learner asks *scriptal* questions at this level. At an immediate level, the learner is able to analyze, synthesize, make predictions, and come to some conclusions about the text based upon previous and personal learning. At an even higher level of comprehension, it also means that the reader is able to integrate the actual script, the authors intended meaning, and then proceed to use their own schema to draw further conclusions and personalizations. At this level, there is a sort of dialogue between the text (or script), the reader, the author, and the new meanings or extensions being made.

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Three Levels of Comprehension
(continued)

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Three Levels of Comprehension
(continued)

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Three Levels of Comprehension
(continued)

⇄   Students who interpret information at a very literal level have not typically developed this skill. This skill involves the ability to problem solve, evaluate, and analyze what the learner has read. The student must work on each of these individual areas prior to synthesizing them into the skill of drawing conclusions from written text.

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  - Running records.
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Authentic Assessments
(continued)

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  - ➥ Records and inventories of student's reading interests help the teacher assure that the materials that will be most likely to attract students to the reading world will be available and ready for disbursement. The teacher can make a link between the text-to-self, text and world connection and the enlarged areas of interest Teacher awareness of individual student interest is sometimes the first connection that helps create a safe and secure learning environment for some students.

- Think Alouds
  - ➥ Think alouds are opportunities for students to respond to what they know about their tasks, what they don't know, and how to make the needed changes to get the new information. It is also an active part of making the text-to-self, text-to-text, and text-to-world connections.

Best Reader Interviews

You have been spending class time discussing how readers make connections to the text, to themselves, and then to the world beyond the text. It is now time to apply that information to yourself and the students you work with.

For this assignment you will be challenged to interview three different people. You may need some assistance from friends to find the people you need to interview; don't be afraid to ask. You cannot use family members for these interviews, tempting as that would be. (We don't want you to assume any information by knowing the interviewee too well!!).

You will interview a fifth or sixth grader, a high school student, and an adult. Your criteria for who to interview should be:
▪   You will be looking for readers in each category who are very successful, fluent readers; people who love to read and are often "caught" doing so. You may need to ask teachers for a suggestion of some likely candidates or your own family members may be able to identify who these people are.

You will interview each candidate and write their responses using the supplied list of questions. After you have interviewed all three people, you will be asked to read their responses numerous times so that you can use the remaining questions to reflect upon your learning from this process.

The purpose of these interviews is to help you identify some of the general characteristics of fluent readers; what it is they do while they are reading that helps them increase their vocabulary, understand new concepts, and, thusly, further enjoy their reading. You will be thinking about the skills that a fluent reader uses when they encounter new materials that are difficult to understand, new words, and new concepts.

It will be helpful to think about this assignment as a three-stage process.
▪   Step 1: Conduct the interviews.

▪   Step 2: Review and draft.
   ➥   Review the interviews and begin writing a draft in response to the questions that follow the interviews. After you have written your draft, you should look at the language that you use for your written responses and analyze whether you could use more descriptive or rich language for your final product. Use

Best Reader Interviews
(continued)

       tools such as a dictionary or a thesaurus to help you with this if needed. Review your use of grammar and punctuation.

- Step 3: Final draft.
  - ➥ Write a final response to the questions. Feel free to transfer your interview responses to keyboarded or typed entries. Yes, spell check is your friend. Your final response should demonstrate that you:
    - ⇉ Analyzed the connections made by your chosen readers in their interviews, and
    - ⇉ Can use descriptive language, correct grammar, and correct punctuation to express yourself in your own writing.

As you conduct this interview try to keep mental tabs on what you hear. Listen for responses that help you know that the interviewee has been making connections. When, where, and how did they make connections to text, themselves, and to the world? Remember, the purpose of these interviews is for you to have the opportunity to analyze responses and to determine the characteristics of good readers that allows them to increase their vocabulary, understand new concepts, and, thusly, further enjoy their reading.

Interview Questions:
- The first set of questions will help you determine how these readers have made connections with the literature of their choice.
  - ➥ Tell me about a time when you read something that you were completely engrossed in, that you really loved reading. Describe how that felt.
  - ➥ What type of selection was it?
    - ⇉ Book
    - ⇉ Magazine
    - ⇉ Internet article
    - ⇉ Technical reading
  - ➥ Other (if Other, record the type)
  - ➥ What motivated you to pick this type of literature? What did you like about it?
  - ➥ How do you think that reading helps you learn?
  - ➥ What kinds of things do you think can be learned from reading? What have you learned?

Best Reader Interviews
(continued)

- The second set of questions will help you investigate the various purposes that readers have for engaging in reading.
    - How do you typically choose what to read?
        - ⇌ The title attracted me
        - ⇌ Pictures/Graphics
        - ⇌ Content
        - ⇌ Print size
        - ⇌ Recommended by someone
        - ⇌ Other (if Other, record what it is)
    - Why do you typically read? What purpose or circumstances generally motivate you to read?
        - ⇌ For a class
        - ⇌ For pleasure
        - ⇌ For entertainment
        - ⇌ for self improvement
        - ⇌ Someone recommended
        - ⇌ Other (if Other, record what it is)

- The last set of questions will help you investigate the strategies that fluent readers use as they read.
    - What do you do when you encounter a word that you have seen before but have difficulty pronouncing? How do you, or do you, figure out how to pronounce it?
    - What do you do when you encounter a word or phrase that you do not know the meaning of?
        - ⇌ Re-read
        - ⇌ mentally self-evaluate
        - ⇌ Skip
        - ⇌ Use the other words or context around it
        - ⇌ Use the dictionary
        - ⇌ Pictures/graphics
        - ⇌ Thesaurus
        - ⇌ Other (if Other, record what it is)
    - After you have read, do you incorporate new words, ideas, and/or concepts into your language and everyday life? How often do you think that you do

Best Reader Interviews
(continued)

this? Can you think of example?

Step 2: Review and Draft
- Review the interviews and begin writing a draft in response to each of the questions below. After you have written your draft, you should look at the language that you use for your written responses and analyze whether you could use more descriptive or rich language for your final product. Use tools such as a dictionary or a thesaurus to help you with this if needed. Review your use of grammar and punctuation. Read your written responses aloud to someone else to help assist with clarity and flow.

Step 3: Final Draft
- After completing all three interviews complete the following reflective responses. Please elaborate on your responses; writing at least a full paragraph per question.
  - After reading the responses multiple times, what do you think your personal strengths are in helping students making reading connections (Some possible areas of response: "I can evaluate if students understand the words they read or not and help them use pictures, context, and other ways to understand what they are reading" or "I love reading anything and love helping kids find an interest area or a purpose for reading.").
  - What do you think are your weak areas in helping students become better readers? How can you use the information gained in the

Module B Transparencies

Module B: Concepts of Vocabulary and Comprehension

1. *Define and examine the relationship between comprehension and vocabulary.*

2. *Develop awareness of multiple literacy assessments.*

Reading and Comprehension

The PARA Center

- *Reading is the process of making sense from print.*

- *Comprehension is the goal of all reading and is the understanding of the text through a variety of ways.*

Reading and Comprehension

The PARA Center

- *Schema is the background knowledge that the reader brings to the textual or reading experience.*

I Just Loved That Book

The PARA Center

Reflect on one of the earliest times that you can remember really enjoying reading a book.

Background Check

The PARA Center

If your love of reading was linked to the background knowledge, the schema, which you brought to activity, the same is probably true of the students that you work with.

How can you use this information to better assist students?

What Did I Read Today?

The PARA Center

Reading Material | *Purpose*

Three Reading Connections

- ***Text-to-Self***

- ***Text-to-Text***

- ***Text-to-World***

Text-to-Self Connection: Elementary

The PAR²A Center

Story, Title, Author

That reminds me of...

Text-to-Self Connection: High School

Story, Title, Author	That reminds me of...

Text-to-Text Connection: Elementary

The PAR²A Center

In This Text...

That is like...

Text-to-Text Connection: High School

The PARA Center

In This Text...	That is like...

Text-to-World Connection: Elementary

When I read...	*I also know about...*
	What do I know about that that I didn't know before?
	This also made me think about...
	I also wonder if...

Text-to-World Connection: High School

The PARA Center

When I read...	I also know about...
	What do I know about that that I didn't know before?
	This also made me think about...
	I also wonder if...

Teacher Reinforcement:
Making Connections

In a formal teaching situation the instructor would do the following many times during the school day to:

- *Reinforce the process, and*

- *Reinforce new learning.*

  ➥ *Give multiple opportunities for students to think-aloud while reading new material.*
  ➥ *Provide independent reading time for students with the assignment of making connections while they read.*
  ➥ *Invite students to share these connections periodically during class instruction or during a formal instruction time, using charts of recorded responses.*
  ➥ *Reinforce making connections while doing individual reading conferences.*
  ➥ *Model making connections.*

Reading Strategies for Students Who Are Deaf

The PARA Center

- *Make age-appropriate books available in every environment the student uses.*

- *Encourage parents to start this process with very young babies, reading every day to their children.*

- *Use props like finger puppets or action figures to role play while reading together.*

- *Translate from English to sign language when necessary to clarify meanings.*

- *Explain moods and settings of stories, things the student might not notice otherwise.*

- *Point out key words while you sign and sign in order of the written text for best sign/spoken word to text association.*

- *Fingerspell to students at an early age.*

Reading Strategies for Students Who Are Deaf
(continued)

The PARA Center

- *Make the acquiring of books whether from a library, bookstore, friend, or wherever an exciting experience.*

- *Subscribe to interesting, colorful magazines.*

- *Encourage students to write often.*

- *Be a role model of reading.*

- *Attach language to all possible activities, broadening the students vocabulary and personal schema wherever possible.*

- *Label objects.*

- *Tell stories and invite the student to tell stories.*

- *Play games that include writing.*

Three Levels of Comprehension

- *Literal*

- *Inferential*

- *Critical or Evaluative*

The following skills make up the three levels of comprehension:
- *Main Idea*
- *Supporting Detail*
- *Sequencing*
- *Cause and Effect*
- *Compare and Contrast*
- *Predicting Outcomes*
- *Summarizing*
- *Drawing Conclusions*
- *Evaluation*
- *Metacognition*

Types of Tests

- *Formal or Standardized Tests*

- *Infromal, Diagnostic, or Authentic Assessments*

Authentic Assessments

- *Individual reading inventories.*

- *Diagnostic batteries, such as the DRA, QRI III, etc.*

- *Running records.*

- *Tape recorded samples of students reading.*

- *Individual reader and writer conferences.*

- *Records and inventories of students reading interests.*

- *Think alouds.*

Module C: Techniques for Teaching Vocabulary and Comprehension

Assisting with Vocabulary and Comprehension in the Classroom Academy
Module C: Techniques for Teaching Vocabulary and Comprehension

A. Lecture: Module Goals

Using the **Module C: Techniques for Teaching Vocabulary and Comprehension** handout and transparency **(H1/T1)**, review the goals of the module. The paraeducator will:

1. List comprehension and vocabulary development strategies.
2. Apply techniques for direct and indirect teaching of vocabulary.
3. Apply strategies for reinforcing reading comprehension.

Goal 1: List comprehension and vocabulary development strategies.

1.1   Lecture: Comprehension and Reading Strategies

Within the daily context of reading instruction, many teachers take the opportunity to have individual reading conferences. The instructor can use an individual reading conference to further individualize instruction for the student. Present the **Individual Reading Conferences** transparency **(T2).** An individual reading conference is:

- a one-on-one meeting between the student and the teacher, providing an opportunity for the teacher to assess the students' literacy skills and to respond in ways that support the student's use of various strategies.

In assessing the literacy skills of the individual student, it is sometimes easier to think of reading as being divided into three phases. We have already reviewed many of the components of these phases, but will now look at them from another perspective. These phases help us look at the reader pre, during, and post reading opportunities. This strategy can help the instructor look more critically at the individual skills of the learner. In *Goal 2: Apply techniques for direct and indirect teaching of vocabulary* and *Goal 3: Apply strategies for reinforcing reading comprehension* of this module, we will be intently looking at practicing specific techniques that put these strategies to work.

Present the **Three Phases of Instruction** handout and transparency **(H2/T3)**. Reading is divided into three phases for instruction:

- Pre Reading
  ➥ This is the initiation of the reading task and is comprised of:
    ⇉ Schema development,
    ⇉ Text structures, and
    ⇉ Textual analysis.
- During Reading
  ➥ The instructor is using many means during reading activities to:
    ⇉ Frequently monitor for meaning,
    ⇉ Encourage the use of graphic organizers to keep track of what is being read,
    ⇉ Check for comprehension of content, and
    ⇉ Encourage the conversation between the text, the reader, and the author (making the text-to-text and text-to-world connection).
- Post Reading

➥ In multiple opportunities, like individual reading conferences, the instructor must check for all levels of comprehension:

⇒ Literal Comprehension
�켸 Knowledge that is concrete or "right there on the page."

⇒ Inferential Comprehension
➜ Knowledge that the reader has had to search for and think about to.

⇒ Evaluative Comprehension
➜ Knowledge gained when using the information acquired within the text and integrating it with already known information to draw a conclusion.

⇒ Deep Comprehension
➜ Meaning is derived from the text that the learner has gained by critically appraising the text information, compiling the information to form abstract relationships (higher levels of Bloom's Taxonomy).

⇒ Metacognitive Knowledge
➜ The learner is aware of his or her own learning process, knowing what they know and don't know and how they came to know it. The learner is able to make strategic changes needed to access what they need to know. The metacognitive process has some discrete skills that the learner consciously uses. These skills include:
◗ Monitoring for meaning.
◗ Determining importance of information.
◗ Creating mental images.
◗ Synthesizing.
◗ Questioning, predicting, and inferring.

1.2 Lecture: Reading Levels

As students learn to read and become good, efficient readers, they proceed through several levels. At each grade level, the student develops skills and abilities that result in reading proficiency at that level. If they were suddenly expected to read at a much

higher level, they would experience the same feelings of frustration or inadequacy that they may have experienced when they first began the process of learning to read. Present the **Reading Levels** handout and transparency **(H3/T4).** These levels that the reader proceeds through multiple times in their acquisition of strong literacy skills are:

- Independent Reading Level,
- Instructional Reading Level, and
- Frustration Reading Level.

There are three reading levels that instructors should be aware and knowledgeable of when helping students with reading tasks. Students may have opportunity to read at these levels and be exposed to texts, fiction and non-fictional material, at all three levels across any given school day.

- Independent Reading Level
  - ➥ This is the students' free reading level. This is the level at which the student reads quickly and accurately, actually employing techniques of skimming and scanning. Reading for pleasure is typically done at this level. The student can read and comprehend 90% of the material presented. In oral reading, a student would have one or less word-calling errors in 100 words of text, with 100% accuracy on comprehension questions about the story. The student can read the material alone, with ease.
- Instructional Reading Level
  - ➥ This level is based upon the individual students' ability. The material is not too hard or too easy. This is the best level for learning new vocabulary. This level typically requires the assistance of a teacher or tutor. The range of word error allowed while reading orally to the teacher is from two to five word-calling errors per 100 words of text (95% accuracy or better), with at least 80% comprehension on simple recall questions about the story. This is the level at which the best progress is made in reading. Children, in an instructional setting, who are forced or permitted to attempt reading beyond the five-word error limit soon begin to feel frustration.
- Frustration Reading Level
  - ➥ Materials presented at this level are above the individual students abilities; they are too difficult for the reader. Word errors are over five per 100 words of text. Comprehension questions are below 70% accuracy. The text often contains

polysyllabic words that the student is unable to decode, interfering with the students' ability to make meaning from the passage. Unfortunately, this is sometimes allowed to happen, especially when the words missed are basic vocabulary sight words (*was* for *saw* or *what* for *that*). The practice of having children work in frustration-level reading materials is not considered professionally sound.

Classroom instructors use several devices to determine the reading level of individual students. If a paraeducator is expected to assist a student with acquiring and using reading material, the paraeducator needs to know some key information.

- What reading level would the instructor like the student to use? In other words, does the teacher expect the material to have instructional value to the student? Is the material being used as an opportunity for the student to learn some new vocabulary or concepts (instructional reading level)? Is the student expected to be able to independently and comfortably use the material to further their level of knowledge about a given subject (independent level)? Or, is the paraeducator expected to read aloud parts of the materials because the level of difficulty exceeds the skill of the student (frustration level)?

- How will the material be used? Will the student be expected to use the material to practice reading (instructional level)? Take notes from read aloud to support a report (frustration level)? Read independently for pleasure as additional information to a much enjoyed subject area (independent level)?

- What is the individual reading level of the student who is to be assisted? If the paraeducator does not know this level it is vital information that they need to acquire from the instructor if their time is to be best spent with the student.

Instructors use formal and informal assessments to determine individual reading levels. It is typically not within the job description or responsibilities of a paraeducator to determine the individual reading level of students. It is, however, important for paraeducator to be aware of the types of errors that students make that indicate the need for assistance.

For the second-language learner, it is critical to keep in mind that the independent reading level of the student may not accurately reflect the level of schematic or background information that the student brings to the reading process. In order to support their further learning in many subject areas, these students may greatly benefit

from opportunities to listen to a read aloud of information that is at a higher level than their individual reading levels.

As students read aloud, they are said to be using *word-calling* skills; meaning, they can quickly identify and orally pronounce the word or words in question.

Assessments for determining individual reading levels attempt to discover obvious and sometimes not so obvious errors. In other words, how do you know when a student has made an error in word-calling? These are the types of errors that paraeducators can make note of and report to instructors, providing vital information regarding student skills. Present the **Word-Calling Errors** handout **(H4)**.

- The following are typical word-calling errors that assist in determining individual reading levels and that paraeducators should make note of and report to instructors:
  - Obvious errors, such as "bad" instead of "bag" or "though" instead of "through."
  - Substitutions, such as "then" for "when."
  - Unknown words, the learner doesn't have any idea of what the word is and cannot say it, such as "slough."
  - Words that are easily pronounced but the learner does not comprehend their meaning. This is sometimes difficult to discover.
  - The long pause, if the student waits or pauses for more than three seconds.
  - Before saying the word.
  - Using phonics or sounding out a word, but taking more than three seconds to do so.

Goal 2: Apply techniques for direct and indirect teaching of vocabulary.

2.1 Lecture: Vocabulary Instruction

As reviewed in ***Module A: The Influence of Early Language Skills on Vocabulary and Comprehension in Readng***, researchers often refer to four types of vocabulary: listening, speaking, reading, and writing. Present the **Learning Vocabulary Indirectly** transparency **(T5)**. According to the researchers supporting NCLB and the Put Reading First Initiative, children learn the meanings of most words indirectly, through everyday experiences with oral and written language.

- Children indirectly learn vocabulary by:
  - engaging in daily oral language,
  - listening to adults read aloud, and
  - reading extensively on their own.

The next portion of this academy deals with what to do when attempting the direct teaching of vocabulary. Present the **Direct Vocabulary Learning** transparency **(T6)**. The Put Reading First Initiative has also stated the following about directly learning vocabulary.

- Students learn vocabulary directly when they are explicitly taught both individual words, or specific word instruction, and word-learning strategies. Direct vocabulary instruction aids reading comprehension.

Direct instruction of vocabulary is most successful for students if taught in the context of materials that the student will engage in. Introducing vocabulary to support a new language arts or science unit prior is a good strategy when followed by opportunities to interact with the vocabulary in more reading materials, discussions, and listening to others actively and purposefully use the vocabulary. This instruction has even better results if the vocabulary is available and expected to be used over an extended period of time. Frequent use and use over time in many contexts aids in word learning. Having the opportunity to see, hear, write about, and say new vocabulary in this way goes a long way toward insuring stronger and stronger individual vocabulary skills.

It is not possible for teachers to provide specific instruction for all of the words that students need to know. Consequently, students need to develop other independent strategies for effective word learning. We have covered many of those strategies in ***Module A: The Influence of Early Language Skills on Vocabulary and Comprehension in Reading*** and ***Module B: Concepts of Vocabulary and***

Comprehension. Two strategies in particular are 1) using information about word parts (such as prefixes and suffixes) and 2) using context clues. A third strategy that is helpful is using dictionaries and other reference aids.

According to the Put Reading First Initiative, students have varying degrees of knowledge regarding words. Present the **Level of Word Knowledge** transparency **(T7)**.

- Unknown
  - The word is completely unfamiliar and its meaning is unknown.
- Acquainted
  - The word is somewhat familiar; the student has some idea of its basic meaning.
- Established
  - The word is very familiar; the student can immediately recognize its meaning and use the word correctly.

2.2 Activity: Building Vocabulary

Paraeducators will participate in activities that they can use in classrooms to assist students in building stronger vocabularies.

Note to Instructor: The following activities should be set up as centers in the classroom. You will need to provide some of the materials needed, such as markers, paper, dictionaries, chalk, etc. It is intended that the activities should take approximately two hours of cumulative class time to complete. You are encouraged to use your own materials to provide further practice and examples if you would like to do so. Explain to participants that all examples are only a small part of the huge number of activities available to support each strategy. Encourage participants to do further search of the internet for multiple examples of each strategy and to enhance self directed learning. If you find that participants are rushing through the activities, engage them in discussion, ask questions regarding the quality of their interactions, and ask them to share their reflections regarding use of the techniques with students.

2.2.1 Steps
- Divide class into groups of three.
- Present the **Vocabulary Building Activities** reflection journal and transparency **(R7/T8)**.
- Explain that they will complete their reflections by checking them

off as they proceed through all of the activity centers, using the corresponding handouts.

- Distribute two of each of the following handouts to all participants, one for use during the activity and one for their records.
  ➥ **Context Clues (H5)**
  ➥ **Word Families (H6)**
  ➥ **Prefixes and Suffixes (H7)**
  ➥ **Base Words (H8)**
  ➥ **Semantic Mapping (H9)**
  ➥ **Class-Wide Peer Tutoring (H10)**

Note to Instructor: For your reference, the content for each of the above handouts is provided below.

2.2.2 Lecture: Techniques for Building Vocabulary

Remind participants that these are just a few of the techniques that teachers use daily to encourage the development of strong vocabulary skills. One of their responsibilities as paraeducators working with students who need support in literacy, is to continually broaden their specific skills with techniques that they observe those techniques being used around them. They should be encouraged to find time to have conversations with teachers and make arrangements for specific training in the use of techniques that they observe, recording that training date, time, and place in their individual portfolios.

- Instruct the participants to engage in reflection about how they could use the lessons in each activity to support students in building stronger vocabulary skills, recording their thoughts in their journal for future use with students.
- After individual participants have had time to reflect, direct the groups to take time to discuss their thinking, posing questions to the instructor if needed.

Context Clues
- Use the concept of cause and effect found in the example sentences to help a student define the words *lingered* and *adjustable*.
  ➥ We lingered too long at the mall, consequently we missed the bus.
  ➥ I was able to change the settings on the boom box because they were all adjustable.

- Underline opposite or contrasting words or phrases.
  - ➥ It was a very hot day and, even though I watered the flowers, they still seemed dry.
  - ➥ My dog is very small, but he has a very spacious dog house.
- Use nouns, verbs, adjectives, and other parts of speech: underline the nouns in this sentence, circle the verbs, and highlight the adjectives, recording the following beside each.
  - ➥ If it is a noun, is it a person, place, or thing?
  - ➥ If it is verb, what action does it show (movement, feeling, emotion, etc.)?
  - ➥ If it is an adjective, what does it describe (size, shape, color, good/bad, etc.)?
    - ⇉ The very tall gentleman striding confidently through the green park paused frequently to observe the chirping, colorful birds.
- Use synonyms to determine meaning that may be found elsewhere in the sentence or paragraph. Underline the synonyms in the following sentences that describe *plodding*, *succotash*, and *okra*.
  - ➥ Though the tortoise was a plodding sort of creature: he did not let his slowness keep him from entering the race.
  - ➥ The vegetables that we ate were mostly succotash and okra.
- Find examples in the text to describe or define the highlighted words.
  - ➥ The wolverine had a voracious appetite like the other predatory animals.
  - ➥ John adapted easily to camp life. He frequently found that he enjoyed sleeping in a tent instead of his bedroom. He also loved cooking over an open fire rather than using the stove.
- Use contrast or antonyms (opposites) to provide clues. Underline the contrast words or antonyms that deliver clues to the words *futile* and *highly critical*. Remember that signal words like *but*, *or*, etc. also often provide clues.
  - ➥ The continued trek across the desert seemed futile, but Karen stayed on course, using her map, hoping to finally arrive.
  - ➥ Kevin was the highly critical, more difficult twin. Lucy remained accepting and tolerant of those around her.
- Often the use of punctuation provides clues. Describe how punctuation is used in the following examples to provide clues to the communicative intent of the character.
  - ➥ "I really wish I would have gone on vacation instead of staying home," Clara said to her co-workers.

⇉   Description:

➥   "Do you really think we should sneak out tonight," John asked for the third time that evening.

       ⇉   Description:

➥   "I don't care how "smart" Lisa thinks she is; she's just not going to pass that test without studying."

       ⇉   Description:

Word Families

- Word families are groups of words with some of the same combinations of letters in them and a similar sound. They have common features, for example, *it*, *hit*, *bit*, and *kit* are a family of words with the "it" sound and letter combination in common.
- There are 35 to 40 commonly used word families in the English language, including *ack*, *ain*, *ake*, *ale*, *all*, *ame*, *an*, *ank*, *ap*, *ash*, *at*, *ate*, *aw*, *ay*, *eat*, *ell*, *est*, *ice*, *ick*, *ide*, *ight*, *ill*, *in*, *ine*, *ing*, *ink*, *ip*, *it*, *ock*, *oke*, *op*, *ore*, *ot*, *uck*, *ug*, *ump*, and *unk*.
- Use five of the above listed word families to build as many words as possible. Remember to use consonant blends as well as single letters to build words, as in the *at* family to make the word *that*.
- Describe how you could use this technique to assist students in building stronger vocabulary skills. Think about and discuss how this skill could be helpful to a student who is a second-language learner, a student with a learning disability, or a student who has an auditory or visual disability.

Prefixes and Suffixes

- A suffix is a word part added to the end of a base word to change its meaning. Suffixes have meanings of their own.
  - ➥   *ous*: like, having, or full out
  - ➥   *ic*, *ical*: act, process or result of, being or like
  - ➥   *ty*, *ity*: state, quality, or condition of being
  - ➥   *ness*: quality, state, or condition of being
  - ➥   *ible*, *able*: able to or capable of being, worth of being, likely to
- Using the above definitions, think of and record three words that contain each of the suffixes. Record the examples of other members of your group.
- Prefixes are added to the beginning of a word and can make a significant difference in its meaning. The four most commonly used prefixes are *un*, *re*, *in*, and *dis* and each have distinct meanings.
  - ➥   *un*: to reverse, undo, to deprive of, to release, to remove
  - ➥   *re*: again, anew, backward

➥ *in*: located inside, inner
➥ *dis*: not, absence of, opposite of, undo, deprive of, free from

- List five words for each of the above listed prefixes. Check the prefixes against the meaning provided above.
- Within your group, discuss how students could build stronger vocabulary skills if they were aware of the meanings of the four most commonly used prefixes. Discuss ways you could assist students in identifying prefixes.

Base Words

- Sometimes it is very helpful for students to recognize parts or chunks of words. The foundation of many polysyllabic words is the base word. The other chunks may be the prefixes, suffixes, word families, endings, etc. Below, you have been provided a list of words that can be dissected to find the base words of each example. Please use a highlighter to highlight the base word being used.

  ➥ perform
  ➥ misunderstanding
  ➥ prolong
  ➥ incompletely
  ➥ consequence
  ➥ uselessness
  ➥ conquest
  ➥ recommend
  ➥ disagreeably
  ➥ percent
  ➥ unluckiest
  ➥ prediction
  ➥ redouble
  ➥ replacements
  ➥ install
  ➥ misspellings
  ➥ indent
  ➥ exclaim
  ➥ refreshment
  ➥ deserve
  ➥ impolitely
  ➥ suburban
  ➥ carelessness
  ➥ precaution

- Discuss your learning with other members of your group. How can

you use what you have learned about base words to assist students develop stronger vocabulary skills?

Semantic Mapping

▪ Often students need to learn a series of new terms. One way to assist them with this is to put the words into a semantic map. This means that the words or terms are organized into a diagram. The head of the diagram is a topic name and the branches of the diagram are the descriptive words or terms that help define the topic. The categories can be enlarged as needed so that the student has opportunity to further define the terms. Review the following example:

▪ Use the following space to create your own map. Pick a topic that you might use in your classroom and draw your own diagram. It may have as many branches as you would like. Try to include words or terms that you think students you work with might need to learn and would benefit from interacting in this way. After you have completed this activity discuss it with members of your group and determine how you could use this activity to assist students that you work with.

Class-Wide Peer Tutoring

▪ Class-wide peer tutoring is a technique developed by Delquadri and Greenwood, in 1986 and 1997.

▪ The purpose of class-wide peer tutoring is to provide students the opportunity to:

➥ Practice information they need to memorize,

➥ Encourage and teach students to work well together,

➥   Eliminate failure due to a lack of practice of needed skills, and

➥   Eliminate failure due to practicing incorrectly!

▪   In class-wide peer tutoring, students are paired and follow a prescribed set of rules. In your groups of three, you will be able to have a tutoring pair and a single observer. The role of the observer will be to take notes about the process, record thoughts and questions about the process, and to be ready to discuss their thoughts, ideas, questions, etc. with the other members of the group at the end of the activity. All three members of the group should have the opportunity to be observer, tutor, and tutee before the end of the activity. Use the following steps, they are the same steps that you will teach students in your classrooms who are preparing to be tutors and to work together.

➥   Set students up in pairs. It is best if you decide who will work together rather than letting them decide. Determine which student you would like to be "Student A," and which you would like to be "Student B" and tell them their designations.

➥   In each pair, students will work together for three to four minutes. One will be the tutor for the first three to four minutes, while the other will be the tutee. Students will switch roles when time is called.

➥   To begin, Student A is the tutor and Student B is the tutee.

➥   Give directions to students about the material they will be tutoring each other with (It may be reading, math, science, anything that needs to be practiced, memorized, etc. It might be the spelling list, multiplication tables, rhyming words, defining biology terminology, word families, etc.).

Note to Instructor: Provide assigned areas for this opportunity and do not rely upon teams to think of the material because it would take too much time. If they find an area that they would like to try that is not on the suggested list, allow them to do so.

➥   Student A announces the task, for example:

⇒   "Write *hemoglobin*."

⇒   "Write *can't*."

⇒   "Write the answer to, '*What is 6 x 8*'."

⇒   "Write a word that rhymes with *blow* or *fiddle*."

➥   Student B writes his or her answer.

➥   If Student B is correct, then:

⇒   Student A says, "Correct, two points," and

⇉ Student B writes *2* beside the answer.

➥ If Student B is incorrect, then:

⇉ Student A says:

◗ "Sorry, incorrect. The spelling is *h-e-m-o-g-l-o-b-i-n.*"

◗ "Sorry, incorrect. The spelling is *c-a-n-'-t.*"

◗ "Sorry, incorrect. The answer is *48.*"

◗ "That word does not rhyme with *blow* (or *fiddle*). One word that rhymes with *blow* is *glow* (or with *fiddle* is *middle*)."

⇉ Student B writes the correct answer three times.

⇉ If all three responses are correct, Student A awards one point to Student B.

⇉ Student B writes *1* next to the three correct answers.

➥ Student A announces the next task.

➥ The process is repeated until time is called at three or four minutes. At this point, the roles are reversed and they follow the same process.

Goal 3: Apply strategies for reinforcing reading comprehension.

3.1   Lecture: Text Comprehension Instruction

The following lecture information is gathered from NCLB's Put Reading First Initiative booklet titled, *Put Reading First, The Research Building Blocks for Teaching Children to Read*.

The researchers from this initiative have stated that, "comprehension is the reason for reading." They have also said that good readers are purposeful and active. They have an intention and purpose for reading. We have reviewed these ideas in many different ways in the previous material. Refer to *2.2 Assignment: Best Reader Interviews* from *Module B: Concepts of Vocabulary and Comprehension*. Some of the class may have already begun or have completed this assignment and may have ideas or thoughts to add at this point.

It is good to keep in mind that comprehension strategies are ones that students have a conscious awareness of and seek to employ as they are reading. They are consistently used by good readers to help them make sense of text. It puts the reader in control of their own reading comprehension. Students who are good at reading and who monitor their comprehension, monitor whether they understand what they are reading and whether they do not. This is conscious use of metacognitive thinking skills. They use strategies when comprehension problems arise. This is a skill that students use even at an early age or in early grades. Present the **Comprehension Monitoring Instruction** transparency **(T9)**. Specific instruction at these ages and grades can assist students in better monitoring their own reading comprehension. Researchers who developed the *Put Reading First Initiative, The Research Building Blocks for Teaching Children to Read* booklet state that:

- Comprehension monitoring instruction teaches students to:
  - Be aware of what they do understand.
  - Identify what they do not understand, and
  - Use appropriate fix-up strategies to resolve problems in comprehension.

Research indicates that text comprehension can be improved through instruction that will help readers use specific strategies. Just as we have covered strategies to assist students develop stronger vocabulary skills, we will now be exploring techniques to assist students develop stronger text comprehension skills.

3.2   Activity: Strategies for Reinforcing Reading Comprehension

Paraeducators will engage in activities that provide opportunity to practice listed strategies.

Note to Instructor: The following activity should be organized in the same way as *2.2 Activity: Building Vocabulary*. It is suggested that the instructor make the above list of handouts into a packet to be handed out at one time.

3.2.1 Steps
- Divide class into groups of three.
- Present the **Comprehension Building Activities** reflection journal and transparency **(R8/T10)**.
- Explain that they will complete their reflections by checking them off as they proceed through all of the activity centers, using the corresponding handouts.
- Distribute two of each of the following handouts to all participants, one for them to use during the activity and one for their records.
  - **Metacognition (H11)**
  - **Using Semantic and Graphic Organizers (H12)**
  - **Answering and Generating Questions (H13)**
  - **Using Story Maps (H14)**
  - **Summarizing (H15)**

Note to Instructor: For your reference, the content for each of the above handouts is provided below.

3.2.2 Lecture: Comprehension Building Strategies

Present the **Strategies for Reinforcing Reading Comprehension** transparency **(T11)**. Explain to participants that the strategies recommended by the Put Reading First Initiative are metacognition, using graphic and semantic organizers, answering and generating questions, recognizing story structures, and summarizing. We will review and investigate each of these strategies in greater detail through supporting activities.

Note to Instructor: Remind the class that we have already covered the technique of Semantic Organizers in *2.2 Activity: Building Vocabulary* and so we will not be covering them during this activity. We will provide examples of each of the other areas below. You are strongly encouraged to

provide other examples and samples that you feel will support learning.

- Instruct the participants to engage in reflection about how they could use the lessons in each activity to support students in reinforcing reading comprehension, recording their thoughts in their journal for future use with students.
- After individual participants have had time to reflect, direct the groups to take time to discuss their thinking, posing questions to the instructor if needed.

Metacognition

- When students use metacognitive skills they are engaging consciously in strategies that they have learned. They are having internal dialogues before they interact with information, while they are interacting with the information and after they have completed their interactions. Dialogues assist the learner in establishing some key ideas. The learner can determine through an internal dialogue:
  - ➥ What they know about the task,
  - ➥ What they don't know about the task,
  - ➥ What they want to know from having performed the task, and
  - ➥ The strategic changes necessary to get the information.
- Strong learners consistently ask themselves before, during, and after questions such as the following.
  - ➥ What do I know about this?
  - ➥ What do I want to know about this?
  - ➥ What is the expectation of the assignment or the purpose I chose this material?
  - ➥ What have I learned?
- These questions are the component parts of a commonly used metacognitive activity call KWL. What do I Know? What do I Want to know? What have I Learned?
- You will have to complete the first two steps of this KWL activity in retrospect, recording what it is that you remember knowing and wanting to know before you began this course. The final step will be as listed.
- Within your groups, discuss the following from your individual perspectives.
  - ➥ In retrospect, what did you know before you came to this class about comprehension and vocabulary?
  - ➥ What did you want to learn?
  - ➥ What have you learned?

- Keep in mind that if you were using this activity with students you would introduce the process at the outset of the activity rather than part way through, as you are experiencing.
- After you have completed this activity, take time as a group to discuss how you could use this activity with students. Discuss the process that you went through and think about how could you help students make this a conscious process for themselves as they approach literacy based activities. Think about its use in content area subjects like science, social studies, and math.

Using Graphic and Semantic Organizers

- The following are types of graphic organizers that can be used to assist students in developing and accessing comprehension skills. The use of graphic organizers are strongly encouraged for all students but have had well documented success for second language learners and for students with learning disabilities.
- Graphic Organizers make the organization of the information self-evident before the new information is presented. Because the organization is self-evident, the learner does not have to work as hard to understand it. To understand a complex topic, the learner must determine how it is organized. The more complex the topic, the more difficult it is to determine its organization. Because graphic organizers make the subject-matter easier to understand, you can teach more complex subject matter.
    - ➥ Clustering
        - ⇉ Clustering is a nonlinear activity that helps the student generate ideas, to brainstorm around a word or idea. It allows the student to record feelings and images as well. As the individual student or groups of students brainstorm around the given word or concept, they have the opportunity to build their individual words banks and enlarge the vocabulary they can use for writing. They are able to look for patterns in the ideas they have presented in a graphic form. This helps the learner to see their ideas before they write about them in an organized way.
        - ⇉ As a small group, use the graphic organizer provided below to organize your thoughts. Use the words *reading comprehension* in the center cluster as a starting point. After you fill out the organizer, discuss the results of the activity with your group. Think about

how you could use this activity to assist students toward stronger reading comprehension. If you need to draw the cluster in other ways, feel free to do so.

➥ Linear Sequences or Timelines
  ⇉ Linear organizers or timelines are also commonly used graphic organizers. This type of organizer allows learners to see information presented in a linear way. Use the space below to build a time line of yourself. Each group member should build an individual timeline. Place yourself on the timeline with today's date and then build a timeline to represent:
    ❿ Your birth date.
    ❿ Your siblings birthdates.
    ❿ Your parents birthdates.
    ❿ Entrance to elementary school.
    ❿ Graduation from high school.
    ❿ Other significant events in your life.
    ❿ When you learned to read.
  ⇉ When finished, work with your groups to develop a second timeline, recording what you remember about current events from the past five years. Discuss how this activity could help students that you work with.
➥ Compare and Contrast
  ⇉ This type of graphic organizer makes it possible for the learner to record information about any two given

subjects, comparing the details that are the same or similar and contrasting the details that are different. Use the organizer below to compare and contrast.

⇉ Working with your group, compare and contrast what you know about:

◗ Helping any student with reading comprehension, and

◗ Helping a second language student with reading comprehension.

Any Student

Second Language Student

⇉ Reflect on how this activity could help students that you work with, then discuss with your group.

⇉ Remember that there are many other types of graphic organizers that teachers consistently use. Discuss other types of organizers with your group and bring examples to share with friends.

Answering and Generating Questions

▪ Another strategy that students can be taught to effectively use is answering and generating questions. The two categories have the same components and fall into the same structures. A rationale for this strategy is provided in the *Put Reading First, The Research Building Blocks for Teaching Children to Read* booklet. The rationale for teaching students to effectively answer and generate questions includes, to:

➥ Give students a purpose for reading,

➥ Focus students' attention on what they are to learn,

➥ Help students to think actively as they read,

➥ Encourage students to monitor their comprehension, and

➥ Help students to review content and relate what they have learned to what they already know.

▪ The learner can ask or answer three types of questions. The types of questions have been labeled by the Put Reading First Initiative as text explicit questions and answers, text implicit questions and answers, and scriptal questions and answers.

➥ Text explicit questions and answers are stated specifically in a single sentence or very clearly in the text. They typically come from the main idea, supporting details, or sequence of events of a given text.

➥ Text implicit questions and answers come from implied information. This is typically presented in two or more sentences within the text. The reader must think and search within the text for the question or for the answer. They must be able to categorize, compare and contrast, and see cause and effect.

➥ Scriptal questions and answers are not found in the text at all, but are a part of the reader's prior knowledge or experience. The reader is lead to predict outcomes, draw conclusions, and evaluate (all metacognitive processes).

▪ Refer to the **Three Levels of Comprehension** handout **(H12)** from *Module B: Concepts of Vocabulary and Comprehension* for use in this activity. Within your group, review the material in the handout, as it will be used to generate questions for this activity.

▪ Using the handout information, generate three questions for each above listed levels: implicit, explicit, and scriptal, using the space provided below to record your questions. Review the definitions of the three types of questions and answers. Use the definitions to guide you in devising your questions.

➥ Three Levels of Comprehension Questions:
⇉ Implicit Level
⇉ Explicit Level
⇉ Scriptal Level

▪ After you have devised your three questions for each question and answer area, take time to reflect individually on how this activity felt to you. Did you feel you had to stretch yourself cognitively to complete it? When finished, discuss with your group.

Note to Instructor: Many participants will find this activity difficult. You may have to provide more coaching than for other activities. Stress the importance of this skill for students. Stress that it requires higher levels of thinking than many students typically have the opportunity to develop.

Using Story Maps

▪ As defined by the *Put Reading First, The Research Building Blocks for Teaching Children to Read* booklet, story structure is a successfully used strategy that helps the learner think about the way the content and events of a story are organized into a plot. Its use is very similar to that of a graphic organizer. Learners who use this strategy have greater appreciation, understanding, and memory for stories. They readily identify the flow of the content and how it is organized into a plot. One typically used organizer for this strategy is the use of a story map. A story map briefly shows the events of a story in sequence and helps the learner organize and retain the information for further reference. There are many ways to graphically present story structures.

▪ Another term for story structure is *story grammar*. The term *story grammar* refers to the specific grammar or structure that a particular story follows. We will use one example of a story map or story grammar to further investigate the strategy.

▪ Using the story map provided below, discuss the implications for use with students using the following questions.

➥ Is this a strategy that you would use frequently? Why or why not?

➥ Compare how use of this strategy might be helpful for students who are second-language learners or who have reading comprehension difficulties with having the student just hear the story read or read to themselves without use of the strategy.

➥ Evaluate the potential effectiveness this strategy might have for students you work with.

Note to Instructor: The **Using Story Maps** handout **(H14)** the participants are using for this activity is formatted differently, for their ease of use. All of the elements contained in the handout are listed below for your reference.

➥ Story Map / Story Grammar

⇒ Title of Story

⇉ Author
⇉ Setting of Story
⇉ Main Characters
⇉ Plot of story that includes main conflict/ major problem
⇉ Major events
⇉ Conclusion

Summarizing

▪ When students summarize, they synthesize the critical and important ideas in a text into a much smaller, brief, but accurate statement or statements. A summary can be thought of as a wrap-up of the text information. Many textbooks provide chapter summaries that provide the reader an accurate overview of the materials covered. Some good examples of commonly used summary texts are encyclopedias, dictionaries, and digests. Being able to summarize is a critical reading and writing strategy. However, it is often difficult for many students. It is the synthesis of many other strategies and skills, requiring the learner to categorize, generalize information, and communicate the resultant product in a clear and concise way. Some critical components to summarizing texts are:

➥ Identification and generation of the main idea of a text,
➥ Connection between the main ideas,
➥ Elimination of insignificant information, and
➥ The ability to remember what was read.

▪ When students summarize they should:

➥ Use their own words,
➥ Ask themselves what the text is really saying,
➥ Read and listen carefully, and
➥ Remain accurate to what the text says and not include their own opinions.

▪ When assisting students to summarize use some or all of the following techniques.

➥ After the student has independently read several paragraphs, stop them and ask them to verbally summarize what they have read so far.
➥ Ask the student to write their summary and check with someone else who has read the same material for accuracy.
➥ Remind the student to check the text for author provided summaries that may help them more readily understand the material.
➥ When reading the author provided summaries, ask the student

to recount to you what they think the key points will be in their independent reading.

➥ Remind students that if they consciously summarize the materials in their own words, they are more likely to remember it.

➥ Remind the student that sometimes it is best to read shorter texts several times before attempting to accurately summarize it.

➥ Ask the student questions that will help them visualize the text into a shortened, miniaturized version of what they read.

▪ Within you group, reflect upon the use of summarization skills for different types of learners. Discuss how this strategy would be helpful for different students that you work with. Discuss your own summarization skills. Do you think that you have adequate skills in this area? If you don't, how could you develop better skills? How can you use what you have learned about summarization to better assist students?

Module C Handouts

Module C: Techniques for Teaching Vocabulary and Comprehension

1.   List comprehension and vocabulary development strategies.

2.   Apply techniques for direct and indirect teaching of vocabulary.

3.   Apply strategies for reinforcing reading comprehension.

Three Phases of Instruction

Reading is divided into three phases for instruction:

- Pre Reading
  - ➥ This is the initiation of the reading task and is comprised of:
    - ⇄ Schema development,
    - ⇄ Text structures, and
    - ⇄ Textual analysis.

- During Reading
  - ➥ The instructor is using many means during reading activities to:
    - ⇄ Frequently monitor for meaning,
    - ⇄ Encourage the use of graphic organizers to keep track of what is being read,Check for comprehension of content, and
    - ⇄ Encourage the conversation between the text, the reader, and the author (making the text-to-text and text-to-world connection).

- Post Reading
  - ⇄ In multiple opportunities, like individual reading conferences, the instructor must check for all levels of comprehension:
    - ➵ Literal Comprehension
      - ◗ Knowledge that is concrete or "right there on the page."
    - ➵ Inferential Comprehension
      - ◗ Knowledge that the reader has had to search for and think about to.
    - ➵ Evaluative Comprehension
      - ◗ Knowledge gained when using the information acquired within the text and integrating it with already known information to draw a conclusion.
    - ➵ Deep comprehension
      - ◗ Meaning is derived from the text that the learner has gained by critically appraising the text information, compiling the information to form abstract relationships (higher levels of Bloom's Taxonomy).
    - ➵ Metacognitive Knowledge
      - ◗ The learner is aware of his or her own learning process, knowing what they know and don't know and how they

Three Phases of Instruction
(continued)

came to know it. The learner is able to make strategic changes needed to access what they need to know. The metacognitive process has some discrete skills that the learner consciously uses. These skills include:

▸ Monitoring for meaning.
▸ Determining importance of information.
▸ Creating mental images.
▸ Synthesizing.
▸ Questioning, predicting, and inferring.

Reading Levels

There are three reading levels that instructors should be aware and knowledgeable of when helping students with reading tasks. Students may have opportunity to read at these levels and be exposed to texts, fiction and non-fictional material, at all three levels across any given school day:

- Independent Reading Level
  - ➥ This is the students' free reading level. This is the level at which the student reads quickly and accurately, actually employing techniques of skimming and scanning. Reading for pleasure is typically done at this level. The student can read and comprehend 90% of the material presented. In oral reading, a student would have one or less word calling errors in 100 words of text, with 100% accuracy on comprehension questions about the story. The student can read the material alone, with ease.

- Instructional Reading Level
  - ➥ This level is based upon the individual students' ability. The material is not too hard or too easy. This is the best level for learning new vocabulary. This level typically requires the assistance of a teacher or tutor. The range of word error allowed while reading orally to the teacher is from two to five word-calling errors per 100 words of text (95% accuracy or better), with at least 80% comprehension on simple recall questions about the story. This is the level at which the best progress is made in reading. Children, in an instructional setting, who are forced or permitted to attempt reading beyond the five-word error limit soon begin to feel frustration.

- Frustration Reading Level
  - ➥ Materials presented at this level are above the individual students abilities; they are too difficult for the reader. Word errors are over five per 100 words of text. Comprehension questions are below 70% accuracy. The text often contains polysyllabic words that the student is unable to decode, thus interfering with the students' ability to make meaning from the passage. Unfortunately, this is sometimes allowed to happen, especially when the words missed are basic vocabulary sight words, such as "was" for "saw" or "what" for "that." The practice of having young children work in frustration level reading materials is not considered professionally sound.

Word-Calling Errors

The following are typical word-calling errors that assist in determining individual reading levels and that paraeducators should make note of and report to instructors:

- Obvious errors, such as "bad" instead of "bag" or "though" instead of "through."

- Substitutions, such as "then" for "when."

- Unknown words, the learner doesn't have any idea of what the word is and cannot say it, such as "slough."

- Words that are easily pronounced but the learner does not comprehend their meaning. This is sometimes difficult to discover.

- The long pause, if the student waits or pauses for more than three seconds.

- Before saying the word.

- Using phonics or sounding out a word, but taking more than three seconds to do so.

Context Clues

- Use the concept of cause and effect found in the example sentences to help a student define the words *lingered* and *adjustable*.
  - ➥ We lingered too long at the mall, consequently we missed the bus.
  - ➥ I was able to change the settings on the boom box because they were all adjustable.

- Underline opposite or contrasting words or phrases.
  - ➥ It was a very hot day and, even though I watered the flowers, they still seemed dry.
  - ➥ My dog is very small, but he has a very spacious dog house.

- Use nouns, verbs, adjectives, and other parts of speech: underline the nouns in this sentence, circle the verbs, and highlight the adjectives, recording the following beside each.
  - ➥ If it is a noun, is it a person, place, or thing?
  - ➥ If it is verb, what action does it show (movement, feeling, emotion, etc.)?
  - ➥ If it is an adjective, what does it describe (size, shape, color, good/bad, etc.)?
    - ⇉ The very tall gentleman striding confidently through the green park paused frequently to observe the chirping, colorful birds.

- Use synonyms to determine meaning that may be found elsewhere in the sentence or paragraph. Underline the synonyms in the following sentences that describe *plodding*, *succotash*, and *okra*.
  - ➥ Though the tortoise was a plodding sort of creature: he did not let his slowness keep him from entering the race.
  - ➥ The vegetables that we ate were mostly succotash and okra.

- Find examples in the text to describe or define the highlighted words.
  - ➥ The wolverine had a voracious appetite like the other predatory animals.
  - ➥ John adapted easily to camp life. He frequently found that he enjoyed sleeping in a tent instead of his bedroom. He also loved cooking over an open fire rather than using the stove.

Context Clues
(continued)

- Use contrast or antonyms (opposites) to provide clues. Underline the contrast words or antonyms that deliver clues to the words *futile* and *highly critical*. Remember that signal words like *but*, *or*, etc. also often provide clues.
  - ➥ The continued trek across the desert seemed futile, but Karen stayed on course, using her map, hoping to finally arrive.
  - ➥ Kevin was the highly critical, more difficult twin. Lucy remained accepting and tolerant of those around her.

- Often the use of punctuation provides clues. Describe how punctuation is used in the following examples to provide clues to the communicative intent of the character.
  - ➥ "I really wish I would have gone on vacation instead of staying home," Clara said to her co-workers.
    - ⇉ Description:

  - ➥ "Do you really think we should sneak out tonight," John asked for the third time that evening.
    - ⇉ Description:

  - ➥ "I don't care how "smart" Lisa thinks she is; she's just not going to pass that test without studying."
    - ⇉ Description:

Word Families

Word families are groups of words with some of the same combinations of letters in them and a similar sound. They have common features, for example, *it*, *hit*, *bit*, and *kit* are a family of words with the "it" sound and letter combination in common.

There are 35 to 40 commonly used word families in the English language, including *ack*, *ain*, *ake*, *ale*, *all*, *ame*, *an*, *ank*, *ap*, *ash*, *at*, *ate*, *aw*, *ay*, *eat*, *ell*, *est*, *ice*, *ick*, *ide*, *ight*, *ill*, *in*, *ine*, *ing*, *ink*, *ip*, *it*, *ock*, *oke*, *op*, *ore*, *ot*, *uck*, *ug*, *ump*, and *unk*.

Use five of the above listed word families to build as many words as possible. Remember to use consonant blends as well as single letters to build words, as in the *at* family to make the word *that*.

Describe how you could use this technique to assist students in building stronger vocabulary skills. Think about and discuss how this skill could be helpful to a student who is a second-language learner, a student with a learning disability, or a student who has an auditory or visual disability.

Prefixes and Suffixes

A suffix is a word part added to the end of a base word to change its meaning. Suffixes have meanings of their own.

- *ous*: like, having, or full out
- *ic*, *ical*: act, process or result of, being or like *ty*, *ity*: state, quality, or condition of being
- *ness*: quality, state, or condition of being
- *ible*, *able*: able to or capable of being, worth of being, likely to

Using the above definitions, think of and record three words that contain each of the suffixes. Record the examples of other members of your group.

Prefixes are added to the beginning of a word and can make a significant difference in its meaning. The four most commonly used prefixes are *un*, *re*, *in*, and *dis* and each have distinct meanings.

- *un*: to reverse, undo, to deprive of, to release, to remove
- *re*: again, anew, backward
- *in*: located inside, inner
- *dis*: not, absence of, opposite of, undo, deprive of, free from

List five words for each of the above listed prefixes. Check the prefixes against the meaning provided above.

Within your group, discuss how students could build stronger vocabulary skills if they were aware of the meanings of the four most commonly used prefixes. Discuss ways you could assist students in identifying prefixes.

Base Words

Sometimes it is very helpful for students to recognize parts or chunks of words. The foundation of many polysyllabic words is the base word. The other chunks may be the prefixes, suffixes, word families, endings, etc. Below, you have been provided a list of words that can be dissected to find the base words of each example. Please use a highlighter to highlight the base word being used.

- perform
- misunderstanding
- prolong
- incompletely
- consequence
- uselessness
- conquest
- recommend
- disagreeably
- percent
- unluckiest

- prediction
- redouble
- replacements
- install
- misspellings
- indent
- exclaim
- refreshment
- deserve
- impolitely

Discuss your learning with other members of your group. How can you use what you have learned about base words to assist students develop stronger vocabulary skills?

Semantic Mapping

Often students need to learn a series of new terms. One way to assist them with this is to put the words into a semantic map. This means that the words or terms are organized into a diagram. The head of the diagram is a topic name and the branches of the diagram are the descriptive words or terms that help define the topic. The categories can be enlarged as needed so that the student has opportunity to further define the terms. Review the following example:

```
                       ┌─────────────────────┐
                       │   Areas of the Zoo   │
                       └─────────────────────┘
            ┌──────────────────┼──────────────────┐
    ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
    │   Primate    │   │    Feline    │   │    Avian     │
    └──────────────┘   └──────────────┘   └──────────────┘
           │                  │                  │
    ┌──────────────┐   ┌──────────────┐   ┌──────────────┐
    │   Gorillas   │   │    Lions     │   │  Flamingos   │
    │  Chimpanzees │   │    Tigers    │   │    Hawks     │
    │ Howler Monkeys│  │   Jaguars    │   │    Geese     │
    │              │   │   Cheetahs   │   │   Penguins   │
    └──────────────┘   └──────────────┘   └──────────────┘
```

Semantic Mapping
(continued)

Use the following space to create your own map. Pick a topic that you might use in your classroom and draw your own diagram. It may have as many branches as you would like. Try to include words or terms that you think students you work with might need to learn and would benefit from interacting in this way. After you have completed this activity discuss it with members of your group and determine how you could use this activity to assist students that you work with.

Class-Wide Peer Tutoring

Class-wide peer tutoring is a technique developed by Delquadri and Greenwood, in 1986 and 1997.

The purpose of class-wide peer tutoring is to provide students the opportunity to:
- Practice information they need to memorize,
- Encourage and teach students to work well together,
- Eliminate failure due to a lack of practice of needed skills, and
- Eliminate failure due to practicing incorrectly!

In class-wide peer tutoring, students are paired and follow a prescribed set of rules. In your groups of three, you will be able to have a tutoring pair and a single observer. The role of the observer will be to take notes about the process, record thoughts and questions about the process, and to be ready to discuss their thoughts, ideas, questions, etc. with the other members of the group at the end of the activity. All three members of the group should have the opportunity to be observer, tutor, and tutee before the end of the activity. Use the following steps, they are the same steps that you will teach students in your classrooms who are preparing to be tutors and to work together.
- Set students up in pairs. It is best if you decide who will work together rather than letting them decide. Determine which student you would like to be "Student A," and which you would like to be "Student B" and tell them their designations.
- In each pair, students will work together for three to four minutes. One will be the tutor for the first three to four minutes, while the other will be the tutee. Students will switch roles when time is called.
- To begin, Student A is the tutor and Student B is the tutee.
- Give directions to students about the material they will be tutoring each other with (It may be reading, math, science, anything that needs to be practiced, memorized, etc. It might be the spelling list, multiplication tables, rhyming words, defining biology terminology, word families, etc.).
- Student A announces the task, for example:
  - ➥ "Write *hemoglobin.*"
  - ➥ "Write *can't.*"
  - ➥ "Write the answer to, '*What is 6 x 8*'."
  - ➥ "Write a word that rhymes with *blow* or *fiddle.*"
- Student B writes his or her answer.
- If Student B is correct, then:

Class-Wide Peer Tutoring
(continued)

- Student A says, "Correct, two points," and
- Student B writes *2* beside the answer.
  - ➥ If Student B is incorrect, then:
    - ⇄ Student A says:
      - ➝ "Sorry, incorrect. The spelling is *h-e-m-o-g-l-o-b-i-n."*
      - ➝ "Sorry, incorrect. The spelling is *c-a-n-'-t."*
      - ➝ "Sorry, incorrect. The answer is *48."*
      - ➝ "That word does not rhyme with *blow* (or *fiddle*). One word that rhymes with *blow* is *glow* (or with *fiddle* is *middle*)."
    - ⇄ Student B writes the correct answer three times.
    - ⇄ If all three responses are correct, Student A awards one point to Student B.
    - ⇄ Student B writes *1* next to the three correct answers.
  - ➥ Student A announces the next task.
  - ➥ The process is repeated until time is called at three or four minutes. At this point, the roles are reversed and they follow the same process.

Metacognition

When students use metacognitive skills they are engaging consciously in strategies that they have learned. They are having internal dialogues before they interact with information, while they are interacting with the information and after they have completed their interactions. Dialogues assist the learner in establishing some key ideas. The learner can determine through an internal dialogue:

- What they know about the task,
- What they don't know about the task,
- What they want to know from having performed the task, and
- The strategic changes necessary to get the information.

Strong learners consistently ask themselves before, during, and after questions such as the following.

- What do I know about this?
- What do I want to know about this?
- What is the expectation of the assignment or the purpose I chose this material?
- What have I learned?

These questions are the component parts of a commonly used metacognitive activity call KWL. What do I Know? What do I Want to know? What have I Learned?

You will have to complete the first two steps of this KWL activity in retrospect, recording what it is that you remember knowing and wanting to know before you began this course. The final step will be as listed.

Within your groups, discuss the following from your individual perspectives.

- In retrospect, what did you know before you came to this class about comprehension and vocabulary?

- What did you want to learn?

- What have you learned?

Metacognition
(continued)

Keep in mind that if you were using this activity with students you would introduce the process at the outset of the activity rather than part way through, as you are experiencing.

After you have completed this activity, take time as a group to discuss how you could use this activity with students. Discuss the process that you went through and think about how could you help students make this a conscious process for themselves as they approach literacy based activities. Think about its use in content area subjects like science, social studies, and math.
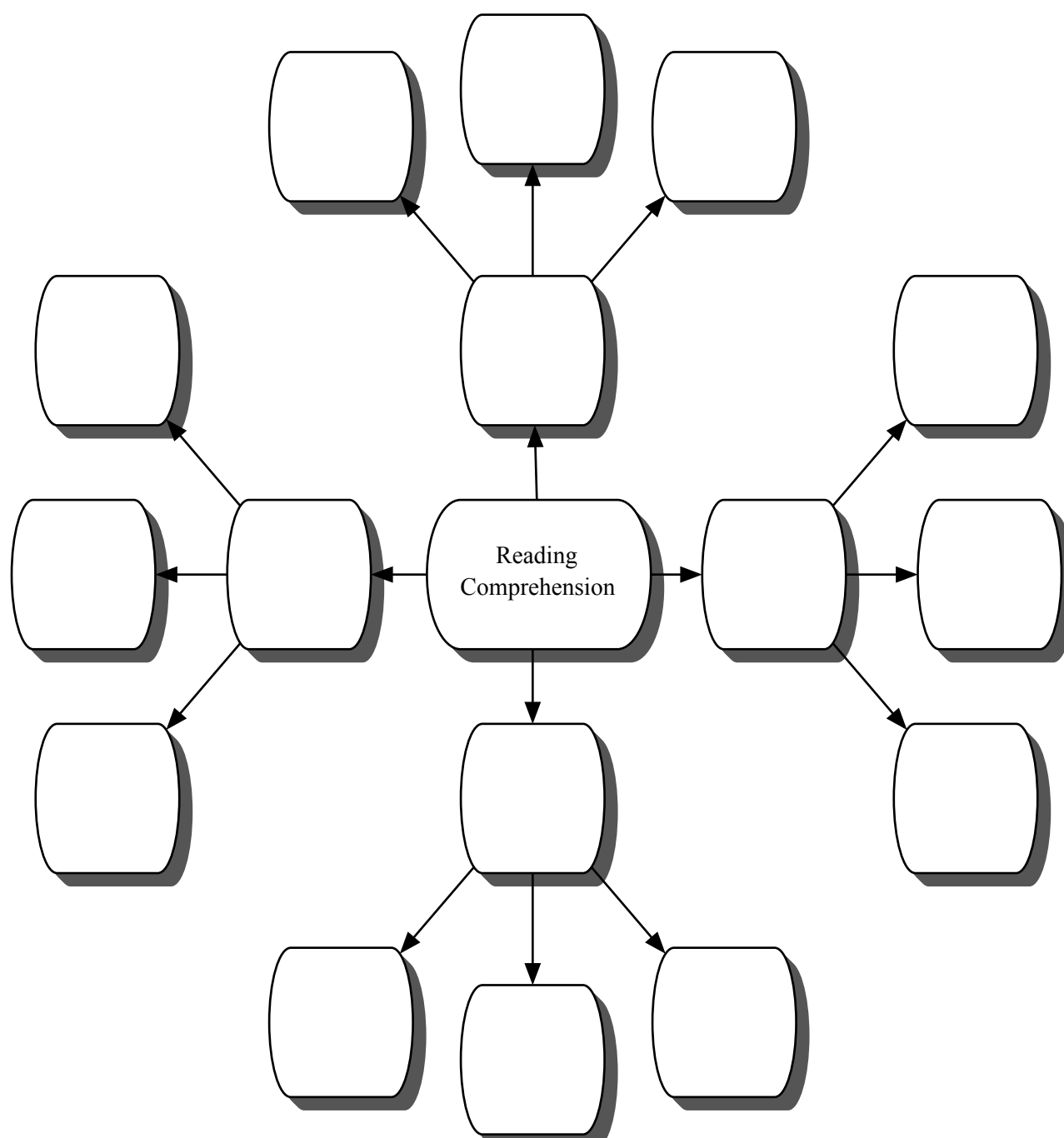
Using Graphic and Semantic Organizers

The following are types of graphic organizers that can be used to assist students in developing and accessing comprehension skills. The use of graphic organizers are strongly encouraged for all students but have had well documented success for second language learners and for students with learning disabilities.

Graphic organizers make the organization of the information self-evident before the new information is presented. Because the organization is self-evident, the learner does not have to work as hard to understand it. To understand a complex topic, the learner must determine how it is organized. The more complex the topic, the more difficult it is to determine its organization. Because graphic organizers make the subject-matter easier to understand, you can teach more complex subject matter.

- Clustering
  - Clustering is a nonlinear activity that helps the student generate ideas, to brainstorm around a word or idea. It allows the student to record feelings and images as well. As the individual student or groups of students brainstorm around the given word or concept, they have the opportunity to build their individual words banks and enlarge the vocabulary they can use for writing. They are able to look for patterns in the ideas they have presented in a graphic form. This helps the learner to see their ideas before they write about them in an organized way.
  - As a small group, use the following graphic organizer to organize your thoughts. Use the words *reading comprehension* in the center cluster as a starting point. After you fill out the organizer, discuss the results of the activity with your group. Think about how you could use this activity to assist students toward stronger reading comprehension. If you need to draw the cluster in other ways, feel free to do so.

Using Graphic and Semantic Organizers
(continued)

Reading
Comprehension

Using Graphic and Semantic Organizers
(continued)

- Linear Sequences or Timelines
  - ➥ Linear organizers or timelines are also commonly used graphic organizers. This type of organizer allows learners to see information presented in a linear way. Use the space below to build a time line of yourself. Each group member should build an individual timeline. Place yourself on the timeline with today's date and then build a timeline to represent:
    - ⇄ Your birth date.
    - ⇄ Your siblings birthdates.
    - ⇄ Your parents birthdates.
    - ⇄ Entrance to elementary school.
    - ⇄ Graduation from high school.
    - ⇄ Other significant events in your life.
    - ⇄ When you learned to read.

  - ➥ When finished, work with your groups to develop a second timeline, recording what you remember about current events from the past five years. Discuss how this activity could help students that you work with.

Using Graphic and Semantic Organizers
(continued)

- Compare and Contrast
  - ➡ This type of graphic organizer makes it possible for the learner to record information about any two given subjects, comparing the details that are the same or similar and contrasting the details that are different. Use the organizer below to compare and contrast.
  - ➡ Working with your group, compare and contrast what you know about:
    - ⇉ Helping any student with reading comprehension, and
    - ⇉ Helping a second language student with reading comprehension.

Any Student

Second Language
Student
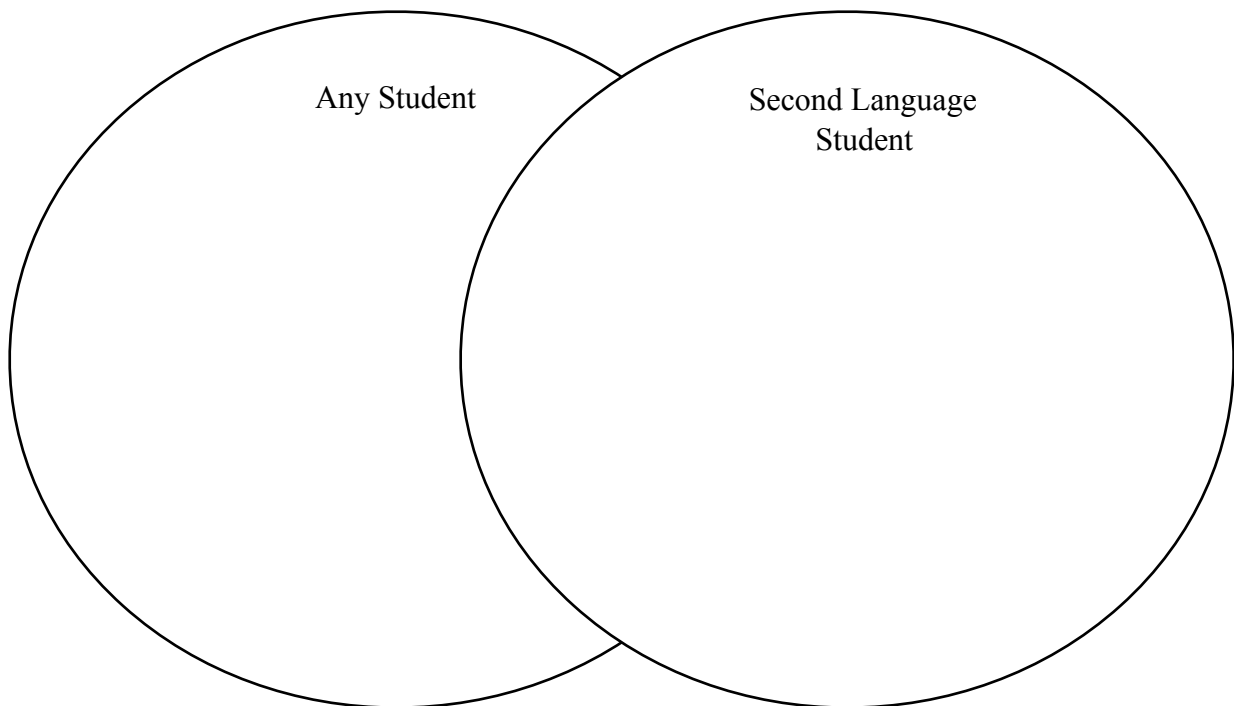
Using Graphic and Semantic Organizers
(continued)

Reflect on how this activity could help students that you work with, then discuss with your group.

Remember that there are many other types of graphic organizers that teachers consistently use. Discuss other types of organizers with your group and bring examples to share with friends.

Answering and Generating Questions

Another strategy that students can be taught to effectively use is answering and generating questions. The two categories have the same components and fall into the same structures. A rationale for this strategy is provided in the *Put Reading First, The Research Building Blocks for Teaching Children to Read* booklet. The rationale for teaching students to effectively answer and generate questions includes, to:

- Give students a purpose for reading,
- Focus students' attention on what they are to learn,
- Help students to think actively as they read,
- Encourage students to monitor their comprehension, and
- Help students to review content and relate what they have learned to what they already know.

The learner can ask or answer three types of questions. The types of questions have been labeled by the Put Reading First Initiative as text explicit questions and answers, text implicit questions and answers, and scriptal questions and answers.

- Text explicit questions and answers are stated specifically in a single sentence or very clearly in the text. They typically come from the main idea, supporting details, or sequence of events of a given text.
- Text implicit questions and answers come from implied information. This is typically presented in two or more sentences within the text. The reader must think and search within the text for the question or for the answer. They must be able to categorize, compare and contrast, and see cause and effect.
- Scriptal questions and answers are not found in the text at all, but are a part of the reader's prior knowledge or experience. The reader is lead to predict outcomes, draw conclusions, and evaluate (all metacognitive processes).

Refer to the **Three Levels of Comprehension** handout **(H?)** from *Module B: Concepts of Vocabulary and Comprehension* for use in this activity. Within your group, review the material in the handout, as it will be used to generate questions for this activity.

Using the handout information, generate three questions for each above listed levels: implicit, explicit, and scriptal, using the space provided below to record your questions. Review the definitions of the three types of questions and answers. Use the definitions to guide you in devising your questions.

Answering and Generating Questions
(continued)

- ▪ Three Levels of Comprehension Questions:
  - ➡ Implicit Level
    1.
    2.
    3.

  - ➡ Explicit Level
    1.
    2.
    3.

  - ➡ Scriptal Level
    1.
    2.
    3.

After you have devised your three questions for each question and answer area, take time to reflect individually on how this activity felt to you. Did you feel you had to stretch yourself cognitively to complete it? When finished, discuss with your group.

Using Story Maps

As defined by the *Put Reading First, The Research Building Blocks for Teaching Children to Read* booklet, story structure is a successfully used strategy that helps the learner think about the way the content and events of a story are organized into a plot. Its use is very similar to that of a graphic organizer. Learners who use this strategy have greater appreciation, understanding, and memory for stories. They readily identify the flow of the content and how it is organized into a plot. One typically used organizer for this strategy is the use of a story map. A story map briefly shows the events of a story in sequence and helps the learner organize and retain the information for further reference. There are many ways to graphically present story structures.

Another term for story structure is *story grammar*. The term *story grammar* refers to the specific grammar or structure that a particular story follows. We will use one example of a story map or story grammar to further investigate the strategy.

▪ Using the story map provided, discuss the implications for use with students using the following questions.
  ➥ Is this a strategy that you would use frequently? Why or why not?
  ➥ Compare how use of this strategy might be helpful for students who are second-language learners or who have reading comprehension difficulties with having the student just hear the story read or read to themselves without use of the strategy.
  ➥ Evaluate the potential effectiveness this strategy might have for students you work with.

▪ Story Map / Story Grammar

Title of Story: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Author:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Setting of Story: ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Using Story Maps
(continued)

Main Characters:

1. _____
2. _____
3. _____
4. _____

Plot of story that includes main conflict/major problem: _____

_____

_____

_____

Major events: _____

_____

_____

_____

Conclusion: _____

_____

_____

_____

Summarizing

When students summarize, they synthesize the critical and important ideas in a text into a much smaller, brief, but accurate statement or statements. A summary can be thought of as a wrap-up of the text information. Many textbooks provide chapter summaries that provide the reader an accurate overview of the materials covered. Some good examples of commonly used summary texts are encyclopedias, dictionaries, and digests. Being able to summarize is a critical reading and writing strategy. However, it is often difficult for many students. It is the synthesis of many other strategies and skills, requiring the learner to categorize, generalize information, and communicate the resultant product in a clear and concise way. Some critical components to summarizing texts are:

- Identification and generation of the main idea of a text,
- Connection between the main ideas,
- Elimination of insignificant information, and
- The ability to remember what was read.

When students summarize they should:

- Use their own words,
- Ask themselves what the text is really saying,
- Read and listen carefully, and
- Remain accurate to what the text says and not include their own opinions.

When assisting students to summarize use some or all of the following techniques.

- After the student has independently read several paragraphs, stop them and ask them to verbally summarize what they have read so far.
- Ask the student to write their summary and check with someone else who has read the same material for accuracy.
- Remind the student to check the text for author provided summaries that may help them more readily understand the material.
- When reading the author provided summaries, ask the student to recount to you what they think the key points will be in their independent reading.
- Remind students that if they consciously summarize the materials in their own words, they are more likely to remember it.
- Remind the student that sometimes it is best to read shorter texts several times before attempting to accurately summarize it.
- Ask the student questions that will help them visualize the text into a shortened, miniaturized version of what they read.

Summarizing
(continued)

- Within you group, reflect upon the use of summarization skills for different types of learners. Discuss how this strategy would be helpful for different students that you work with. Discuss your own summarization skills. Do you think that you have adequate skills in this area? If you don't, how could you develop better skills? How can you use what you have learned about summarization to better assist students?

Module C Transparencies

Module C: Techniques for Teaching Vocabulary and Comprehension

- *List comprehension and vocabulary development strategies.*

- *Apply techniques for direct and indirect teaching of vocabulary.*

- *Apply strategies for reinforcing reading comprehension.*

Individual Reading Conferences

An individual reading conference is:

- *a one-on-one meeting between the student and the teacher, providing an opportunity for the teacher to assess the students' literacy skills and to respond in ways that support the student's use of various strategies.*

Three Phases of Instruction

The PARA Center

- *Pre Reading*

- *During Reading*

- *Post Reading*

Reading Levels

- ***Independent Reading Level***

- ***Instructional Reading Level***

- ***Frustration Reading Level***

Learning Vocabulary Indirectly

Children learn vocabulary indirectly by:
- *Engaging in daily oral language,*

- *Listening to adults read aloud, and*

- *Reading extensively on their own.*

Direct Vocabulary Learning

- ***Students learn vocabulary directly when they are explicitly taught both individual words, or specific word instruction, and word learning strategies.***

- ***Direct vocabulary instruction aids reading comprehension.***

Level of Word Knowledge

- *Unknown*

- *Acquainted*

- *Established*

Vocabulary Building Activities

- ▪ *Context Clues*

- ▪ *Word Families*

- ▪ *Prefixes and Suffixes*

- ▪ *Base Words*

- ▪ *Semantic Mapping*

Comprehension Monitoring Instruction

The PARA Center

Comprehension monitoring instruction teaches students to:

- ▪ *Be aware of what they do understand,*

- ▪ *Identify what they do not understand, and*

- ▪ *Use appropriate fix-up strategies to resolve problems in comprehension.*

Comprehension Building Activities

- *Metacognition*

- *Graphic Organizers*

- *Answering and Generating Questions*

- *Using Story Maps*

- *Summarizing*

Reflection Journal

Literacy vs. Reading

Using the space provided to write responses to the following:

ᔕ *What have you learned thus far that will help you better assist students who are struggling with their literacy skills?*

ᔕ *Think about the process of becoming literate. Could you have received better or more appropriate assistance when you were a young learner? If yes, what would that assistance have been like?*

ᔕ *Think about your early use of language. What sort of impact do you think your early language experiences had upon the literacy skills that you have developed?*

Learning to Talk

Think of a time when you have personally watched someone learn to talk. You can reflect upon their experiences with

- ❧ *A small child, (maybe your own),*
- ❧ *A student learning a second language,*
- ❧ *Yourself, either when you were very young or when you might have learned a second language, or*
- ❧ *When you were learning the language of a specific environment (the use of educational 'argon; specialized vocabulary for a content area; or the specialized language, vernacular, or dialect for a geographic).*

Think about:
- ❧ *What was that like?*
- ❧ *What did it sound like?*
- ❧ *How did you feel about the learning that was taking place?*

Record your thoughts and reflections below.

Building Vocabulary: The Use of New Words

Take some time to think about an instance in your life when you were faced with the task of learning the meaning of new words. Maybe it was when you were learning to operate a new piece of technology or maybe it was for a class that you were taking. Write your responses to these questions.

✎ *What do you typically do when you encounter a new word?*

✎ *How do you feel when words that you don't know the definition of are used in communication to you?*

✎ *Make a list of the strategies that you might personally use to determine the meaning a new word.*

✎ *What do you typically do when you have encountered a new word that you know you will need to use in your communication in the future? What strategies do you use to commit it to memory so as to be able to access it when needed?*

✎ *Strategies used by others:*

Building Vocabulary: The Use of New Words
(continued)

Now take some time to think about students that you have worked with and reflect upon their reactions to new vocabulary. Using this journal handout write responses to the following.

☙ *How do the students that you work with who seem to be successful in their use of new vocabulary deal with the new words they are learning? What is the first thing that some of them do?*

☙ *What do they do next?*

☙ *What have you seen teachers do to reinforce the students use of new vocabulary?*

☙ *What is your role in assisting them to learn and reinforcing their learning of new vocabulary?*

Building Vocabulary: The Use of New Words
(continued)

How can you transfer what you have just learned about successful strategies that you and others, including your students, have used to other students in your classes who may not be as successful.

I Just Loved That Book

Please reflect on and respond to the following questions.

❧ *What was the title of that first book that you really loved?*

❧ *What was it about the book that you really liked?*

❧ *What did the content of the book include? What was it about?*

❧ *Why do you think this particular book was really interesting and fun for you?*

❧ *What personal background information do you think you brought to the reading of this book that enhanced your enjoyment?*

I Just Loved That Book
(continued)

✆ *What strengths did you have that made reading this book a positive experience?*

✆ *How do you think you tied the information, background or schemas that you brought with you to the information in the new, much-loved book?*

✆ *How do you think you took your love, interest, enjoyment of this book and related it to the world around you?*

Please relate how the enjoyment of reading this book, its development of increased personal background or schema, ultimately led you to further reading of books of a similar nature, by the same author, or of the same subject matter?

Background Check

If your love of reading was linked to the background knowledge, the schema, which you brought to the activity, the same is probably true of the students that you work with. How can you use this information to better assist students?

Record responses from your group, other groups and the instructor.
Your Group:

Other Groups:

Instructor:

Making the Connection

Write a reflective paragraph regarding the pivotal role the paraeducator plays in creating successful learning opportunities for students who are a-typical learners. Some examples of these learners are students who have visual or hearing disabilities, reading disabilities, emotional difficulties, or any combination thereof.

Reflect further. Think about the information just covered; making the text-to-self, text-to-text, and text-to-world connections. Think about how this information is critical to the development of strong text comprehension skills. Remember that these components are the keys to being a strong reader for all students. How can you apply this information to your pivotal role in the academic lives of many students with handicapping conditions?

Vocabulary Building Activities

	√	*How can I use this with students?*
Context Clues *Cause and Effect* *Opposite/Contrast Antonyms* *Definitions in Text/Examples in Text* *Prefixes/Suffixes* *Nouns/Verbs/Adjectives* *Synonyms* *Punctuation*		
Base Words		
Semantic Mapping		
Word Families		
Prefixes and Suffixes		

Comprehension Building Activities

	√	*How can I use this with students?*
Metacognition		
Graphic Organizers		
Answering and Generating Questions		
Using Story Maps		
Summarizing		

Academy Assessment

Assisting with Vocabulary and Comprehension in the Classroom Academy

Academy Assessment

1.1 Assessment: Assisting with Vocabulary and Comprehension in the Classroom

Paraeducators will ___use their notes and handouts___ to assist them in an assessment of the Assisting with Vocabulary and Comprehension in the Classroom Academy.

Note to Instructor: Prior to beginning the assessment, the instructor should determine how they intend to inform class members of test results. ***DO NOT RETURN*** the hard copy of the test to participants. Return the hard copies to the PARA Center with other materials.

1.1.2 Steps
- Distribute the **Academy Assessment: Assisting with Vocabulary and Comprehension in the Classroom** handout **(H1).**
- Allow 60 minutes for the assessment.
- After participants have completed the assessment, have them complete the course evaluation and other instructor provided information.
- Use the **Academy Assessment: Grading Rubric (G1)** to assist in grading the test.

Academy Assessment Handouts

(Name)	(Date)

Assisting with Vocabulary and Comprehension in the Classroom
Academy Assessment

Using your notes and handouts from the Assisting with Vocabulary and Comprehension in the Classroom Academy, complete the following assessment.

Module A

1.   Define *literacy* and *reading*.

2.   **LIST** and, using your own words, **EXPLAIN** four (4) of the seven (7) conditions that make learning language successful.
        1.

        2.

        3.

        4.

3.   Name four (4) ways to learn vocabulary.
        1.

        2.

        3.

        4.

4.   **LIST** and **DESCRIBE** five (5) basic skills for building vocabulary and comprehension.
        1.

        2.

Assisting with Vocabulary and Comprehension in the Classroom
Academy Assessment
(continued)

3.

4.

5.

Module B
1. Define the term schema.

2. Using your own words describe each of the Three Levels of Comprehension.
    ▪ Literal

    ▪ Inferential

    ▪ Critical or Evaluative

Module C
1. Use your own words to **DEFINE** and **DESCRIBE** the following reading levels:
    ▪ Independent Reading Level

    ▪ Instructional Reading Level

2. Describe three (3) vocabulary building activities (possible activities can include base words, word families, context clues, prefixes, suffixes, semantic webs, etc.).
    1.

    2.

    3.

Academy Assessment Grading Rubric

Best Reader Interviews: Grading Rubric

Grading is recorded and based upon a total of **250** possible points. The assignment of points is left to the discretion of the trainer and is assigned as follows.

- Spelling, punctuation and grammar: **50** possible points
- Use of rich, descriptive language in student's analysis of gathered information: **75** possible points
- Student's ability to comprehend and relate their comprehension of the materials covered with the information gathered in their interviews (making their own connections): **125** possible points

Academy Assessment Grading Rubric

Grading is recorded and based upon a individual total of **100** possible points assigned as follows, assigning the following point value per answer when grading.

Module A
1. Define literacy and reading. (**6** possible points)
2. List and, using your own words, explain four (4) of the seven (7) conditions that make learning language successful. (**12** possible points)
      1.   **3** possible points
      2.   **3** possible points
      3.   **3** possible points
      4.   **3** possible points
3. Name four (4) ways to learn vocabulary. (**12** possible points)
      1.   **3** possible points
      2.   **3** possible points
      3.   **3** possible points
      4.   **3** possible points
4. List and describe five (5) basic skills for building vocabulary and comprehension. (**25** possible points)
      1.   **5** possible points
      2.   **5** possible points
      3.   **5** possible points
      4.   **5** possible points
      5.   **5** possible points

Module B
1. Define the term schema. (**5** possible points)
2. Using your own words describe each of the Three Levels of Comprehension.   (**15** possible points)
      1.   Literal: **5** possible points
      2.   Inferential: **5** possible points
      3.   Critical or Evaluative: **5** possible points

Academy Assessment Grading Rubric
(continued)

Module C

1. Use your own words to define and describe the following reading levels. (*10* possible points)

        1.   Independent Reading Level: **5** possible points

        2.   Instructional reading level: **5** possible points

2. Describe three (3) vocabulary building activities:

        1.   **5** possible points

        2.   **5** possible points

        3.   **5** possible points

Rubric for Grading Vocabulary and Comprehension Academy

This rubric includes recommendations for grading:
- Participation,
- Attendance,
- Assessment,
- Assignment, and
- Final grade for academy.

Grades are based upon a range of possible points earned:

Participation	Attendance	Assessment	Assignment	Total Points Possible
0-75	0-75	0-100	0-250	0-500

A	B	C	D	Failing
500-450	449-400	399-350	349-300	299 and below

Participation
Participants can earn up to **75** points for class participation. The instructor should consider the level of participation that occurs within smaller group settings as well as in larger group opportunities.

Attendance
Participants can earn up to **75** points for full attendance. Refer to class syllabus for information regarding absences.

Assisting with Vocabulary and Comprehension in the Classroom Resource List

Assisting with Vocabulary and Comprehension in the Classroom Academy
Resource List

Armbruster, B. B., Lehr, F., & Osborn, J. Put Reading First: The Research Building Blocks
for Teaching Children to Read. Developed by the Center for the Improvement of
Early Reading Achievement and was funded by the National Institute for Literacy.
University of Illinois.

National Institute for Literacy at ED Pubs, P.O. Box 1398, Jessup, MD, 20794-1398, Phone
1.800.228.8813, Fax 301.430.1244, EdPubOrders@aspensys.com. To download
document, go to the National Institute for Literacy website at www.nifl.gov.

See/Hear. A Quarterly Newsletter about Visual Impairments and Deafblindness for Families
and Professionals, a collaborateve effort of the Texas School for the Blind and
Visually Impaired and Texas Commission for the Blind. *8(2)*, (Spring, 1984).

Sewell, C. Workshop Presentation, "The Fine Line Between Print and Braille." Austin: Texas
School for the Blind and Visually Impaired.